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DOMINION BUREAU OF STATISTICS

ANNUAL REPORT ON EDUCATION STATISTICS IN CANADA

1922

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PREFACE.

In the first Annual Report on Education in Canada issued in 1922, an invitation was afforded for criticisms and suggestions as to means whereby the report might be made more useful to the educational world. The response to this invitation has been most gratifying. Several suggestions were received of a constructive nature, and every effort has been exerted in this second Annual Report on Educational Activities in Canada, covering the year 1922, to meet the demands of educationists as expressed therein.

The present report is in two parts, with introductory notes by way of a glossary of terms and a summary of certain regulations in different provinces. Part I consists of a review of educational activities during the year in each province; a summary of activities for the whole Dominion and of higher institutions, private schools and national movements. To this is appended a summary of educational legislation during the year. Part II consists of statistical tables in fifteen sections. The first four sections show the activities in regular publicly controlled schools; the fifth deals with secondary education; sections Six to Eight deal with special educational organizations; sections Nine and Ten with teachers; section Eleven with the cost of school support; section Twelve with higher education; section Thirteen with private schools; section Fourteen with Indian schools and section Fifteen with libraries. Particular attention is directed to the sections dealing with secondary education and special organizations, such as consolidation and cultural education by way of manual training. Certain tables on higher education, especially on the different types of colleges, are entirely new, and give the statistics of these colleges according to types of institutions—agricultural colleges, etc. These tables, together with the tables on secondary education and technical education, are intended to meet the demand for information on the education of adolescents and adults. The summary of educational activities in all Canada given in Table I shows the number of pupils or students attending practically every type of educational institution in Canada. Another new feature of this report is a table giving the age-grade distribution of almost one million pupils in public and private schools in Canada. These figures, representing nearly every province, should prove of value to those interested in education from a scientific aspect. Marked differences in the attainments of the sexes are noticeable in another table showing the age-grade distribution of about 400,000 boys and an equal number of girls. The historical notes in the reviews on educational activities in the different provinces are inserted at the suggestion of prominent educationists.

Judging from the reviews and statistical tables, the year 1922 has been a remarkably successful year in all the provinces. The enrolment and average daily attendance are by far the best on record. A most encouraging feature is shown in the chart on page 88 which clearly indicates that the progress made in 1922 over previous years is not incidental or due to factors operating temporarily, but to permanent causes which have been in active operation since the beginning of the century, and have been arrested only during the war and subsequent influenza epidemic.

R. H. COATS

Dominion Statistician.

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INTRODUCTORY NOTES---DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL REGULATIONS.

Definition of Terms.

- Academy.**—In Nova Scotia, a pure high school free to all qualified pupils in the county where situated; in Quebec, a school equipped to teach the work of every grade in the primary schools; that is, to the end of year 8 in the Roman Catholic Schools and year 11 in the Protestant schools. In other provinces, academy generally means a private institution such as a boys' or girls' college, etc.
- Affiliated College.**—An institution doing work of university grade, and in the case of the professional colleges, work leading to a professional degree; the degrees of an affiliated college are conferred by the university to which it is affiliated. In most Canadian affiliated colleges (not professional colleges), work below university grade is also done; that is, the college often carries on the preparation of pupils from the high school entrance year through the high school grades and matriculation work up to the completion of undergraduate work and a degree in Arts or in some other faculty. Commercial work also is sometimes done in these colleges.
- Annexed College.**—In Quebec, a college is said to be annexed when the university merely approves the curriculum and by-laws, is represented at the examinations, and sanctions the diplomas awarded by these colleges.
- Associated College.**—In Quebec, an associated college is an affiliated college situated outside the province.
- Assisted School.**—In British Columbia, a school of which the teacher's salary is paid entirely by the province.
- Business College.**—In Canada the term is generally applied to a private institution teaching any or all forms of commercial work with the literary preparation for that work. These institutions generally confer their own diplomas, while also preparing students for public examinations such as those for the Civil Service, and chartered accountants.
- City School Superintendent.**—An experienced teacher appointed by the school board of a city to take charge of all schools under that board and to act as an expert advisor to the board; he bears the same relation to all the schools as the principal bears to one school.
- Classroom.**—In New Brunswick, a small room attached to the school room to which pupils are withdrawn from time to time to be drilled by the class room assistant; in other provinces, a school room in which the classes are taught.
- Classical College.**—In Quebec this is classed as a secondary institution, but corresponds fairly closely to the affiliated colleges already described. It is not under the control of the Department of Public Instruction.
- Collegiate Department.**—In Manitoba, a school in a town which has three teachers teaching high school work only, in contradistinction to "high school", which has only two such teachers. This "Department" is housed in the same building and under the same principal as the elementary classes. The latter fact distinguishes it from Collegiate Institutes, where only high school and technical classes are housed.
- Collegiate Institute.**—In Ontario, Manitoba and Saskatchewan, a pure high school (sometimes technical school) which has attained to a certain standard in equipment and staff; in other provinces, a "college".
- Commissioners, Board of.**—In Quebec, where the school legislative unit is the municipality instead of the district or section, the regular school board is called the Board of Commissioners, while the dissentient board (in other provinces called the "Separate School Board") whether Roman Catholic or Protestant, is called the board of trustees.
- Commissioners, District.**—The educational unit which is called "school district" in all other provinces except Quebec and Ontario is in Nova Scotia called a school section. All these sections are included in 33 "districts" under district commissioners, with powers now mainly confined to altering the boundaries of school sections. The inspector is *ex officio* the secretary of the district commissioners.
- Commissioners, School.**—In Nova Scotia, the name given to school boards in incorporated towns.
- Consolidation.**—An amalgamation of two or more rural schools, or of rural schools with village or town schools, either for the purpose of uniting to strengthen the means of school support, where the original schools were small or poor, or for the purpose of providing a graded school and other advantages such as conveyance, instead of the original one-room school. In some cases (as in Saskatchewan) it need not be an amalgamation. The original district may be a "large district" with a graded school and provisions for conveyance, etc.
- Day Schools, Public Controlled, Ordinary or General.**—A term used in this report (the word "general" schools is used in Nova Scotia reports) to define all day schools doing the work of the ordinary school grades (kindergarten and grades I to XII) and under the control of the Department of Education, in contradistinction to publicly controlled technical, special and night schools, on the one hand, and private schools on the other; it includes all the publicly controlled primary schools in Quebec and "public", "separate" and "secondary" schools in Ontario, Saskatchewan and other provinces where the terms are used.
- Department of Education.**—*Department of Public Instruction.*—The latter term is used in Quebec, the former term in all other provinces—to define the chief permanent central body in charge of public education; in Quebec the department is not under the direction of the Provincial Government, but linked with it through the Provincial Secretary; in the other provinces it is directly under the provincial government.
- District, School.**—In all provinces except Nova Scotia, Quebec and Ontario, the smallest legislative school unit locally governed by a board of school trustees (called "section" in Nova Scotia and Ontario); in Nova Scotia, see District Commissioners above; in Ontario it refers to a high school district; in Quebec it is a subdivision of the school municipality.
- District, municipal.**—See Commissioners, district.
- District, minor.**—Formerly used in Prince Edward Island to define a school district of which the school enrolment and average attendance fell short of the minimum requirements.
- District, poor.**—In New Brunswick, a school district needing a special government grant for its support.
- Division, Inspectorial.**—In Nova Scotia, used for "inspectorate".
- Division, School.**—In British Columbia, a department or classroom in a school.
- Elementary grades.**—In Quebec, the first four "years" in the case of Roman Catholic, and seven "years" in the case of Protestant, primary schools; in all other provinces, the grades up to and including Grade VIII, except in the case of Junior High Schools, where Grades VII and VIII are considered Junior High School grades.

Definition of Terms—Concluded

- Elementary School.*—A school equipped and staffed to teach the work of elementary grades.
- First Class School.*—Formerly in Prince Edward Island, a graded school equipped and staffed to teach high school as well as elementary school grades, and maintaining a certain standard of efficiency.
- General School.*—See Day Schools, etc.
- Grades, School.*—The subdivisions of the work of ordinary day schools. The elementary "grades" being in most provinces Grades I to VIII and the secondary, Grades, IX to XII.
- Graded School.*—A school with more than one class room or teacher.
- High School.*—Generally a school with at least one teacher devoting most of his or her time to work above Grade VIII; a "pure" high school is an institution where no other work is done below Grade IX (or Grade VIII with high school subjects such as Algebra and Latin). From the point of view of organization and administration, not of function, "high school" has not the same significance in every province. See under "secondary education" in the reviews on each province. In Saskatchewan a school organized for Secondary Education only, by a district coinciding with the municipal limits of a town or city.
- Independent School.*—In Quebec, a school not directly under the control of the Department of Public Instruction. The primary Independent Schools like the publicly controlled schools are classified as elementary, model and academies.
- Inspector.*—In all provinces except Quebec and Ontario, an officer appointed by the Provincial Governments to inspect schools in a defined area; in Ontario the county or city inspectors are appointed from among persons holding inspectors' certificates and paid half their salary by the councils, the other half by the Government. The inspectors in unorganized areas, also secondary school and chief inspectors, are appointed and paid by the province; in Quebec, inspectors are appointed and paid by the Department of Public Instruction.
- Intermediate Grade.*—In British Columbia, the Third Reader (or Grades V and VI) of the elementary grades; also the third year of the high school grades.
- Intermediate School.*—In Manitoba, a graded school with one teacher employed for high school work.
- Kindergarten Primary.*—In Ontario, a school or room combining the work of the kindergarten and of Grade I.
- Model School.*—In Quebec, formerly a school equipped and staffed to teach work up to the end of the 6th year in Roman Catholic schools, and the 9th year in Protestant schools; in Ontario, it is used in two different senses: (1) a training school for 3rd class teachers; (2) a school in connection with a normal school for practice teaching; in all other provinces, it has the last mentioned significance.
- Official Trustee.*—A trustee specially appointed to deal with unusual problems in a school district or section, or to take the place of the regular board where the latter refuses or fails to carry out the provisions of the Education Act.
- Primary School.*—In Quebec, the name given to the ordinary day schools under the Department of Public Instruction (also to certain independent schools); it is used in contradistinction to secondary schools, special schools and superior schools (schools of university grade), but secondary schools have not the same significance here as in other provinces, and the primary schools correspond to the general schools of other provinces.
- Public Schools.*—In Ontario, elementary publicly controlled schools, as distinguished from elementary denominational or coloured separate schools, which are also publicly controlled.
- Rural Municipal Schools.*—In British Columbia, schools, whether consolidated or not, which are united under single rural municipality boards instead of individual boards of trustees; this is the regular system in Quebec. Manitoba also has a number of Rural Municipal schools.
- Secondary Grades.*—School grades in advance of grade VIII, usually grades IX to XII.
- Secondary Schools.*—In most provinces, schools organized to teach work of secondary grades; in Quebec Roman Catholic education, the term is confined to such institutions as the Classical colleges.
- Section, School.*—A term used in Nova Scotia and Ontario with the same meaning as school district defined above.
- Section, Poor.*—A term used in Nova Scotia with the same meaning as poor district defined above.
- Separate Schools.*—Used in Ontario, Saskatchewan and Alberta to describe denominational (sometimes coloured) dissentient schools under public control; in Quebec, they are called trustee schools as distinguished from Commissioner or majority schools, the latter being either Roman Catholic or Protestant according as either forms the majority in the community.
- School.*—In Nova Scotia, New Brunswick and Saskatchewan, a school room in charge of a teacher; in other provinces the whole school institution (house and grounds).
- Special Schools.*—Schools under university grade other than the general schools, such as night schools, technical schools, schools for the blind, etc.
- Superior School.*—In Quebec, a school of university grade; in New Brunswick, a school equipped and staffed to teach high school work and free to all children of school age in a parish¹; in British Columbia, a school equipped and staffed to teach the upper elementary and two high school grades.
- Technical School.*—A school equipped and staffed to teach vocational work, or prevocational work such as manual training.

Ages of Free Admission into Schools.

- (1) *Prince Edward Island.*—Resident children from the 6th to the 16th year of their age; 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; the separate schools are free to separate school supporters.
- (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) *Alberta.*—Children are admitted to Alberta schools as soon as they have attained the age of six.
- (9) *British Columbia.*—Accommodation must be provided between the ages of 5 and 16 years.

¹ The High School which is free to all qualified pupils in the county is in New Brunswick called a Grammar School.

Ages of compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; monthly attendance must be sixty per cent of the days schools are in operation.

(2) *Nova Scotia*.—Ages 7 to 14 in rural schools; ages 6 to 16 in towns and cities. Within the age limits, children in town and country schools must attend regularly; must be reported for discipline when 5 days absent; and parents and guardians in addition to fines may have 2 cents a day added to their taxes for each absence to compensate the section for the loss of the "attendance" portion of the Municipal school fund.

(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 enrolled must attend full time to the end of the school term for which they are enrolled.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the pleas of circumstances compelling them to go to work must attend part time for 400 hours a year in municipalities where part-time courses are provided. This provision came into force in September, 1921. In September, 1922, urban municipalities with a population of 5,000 and over were to be required to provide part-time courses.

(c) Adolescents 16 to 18 who did not attend full time to sixteen and have not attained a university matriculation standing must attend 320 hours a year. This provision was to come into effect in September, 1923.

Manitoba.—All children between 7 and 14 who have not attained entrance to high school must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 12 may be exempted for employment, but only six weeks in the term. 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 15 who have not passed grade VIII standing must attend full time. Employment of children under 15 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 must attend full time.

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

School Year and Vacations.

Prince Edward Island.—July 1 to June 30; for financial purposes in Charlottetown and Summerside, calendar year. In Charlottetown and Summerside (and in other incorporated towns if desired) there are vacations of 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 two weeks in October, and a winter vacation of one week in December; or, at the option of the District, there may be three weeks in May, three weeks in October and one week in either July or December.

Nova Scotia.—August 1 to July 31. There is a summer vacation of about 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.—July 1 to June 30 with a summer vacation of 8 weeks commencing July 1, and a winter vacation of two weeks commencing on the Saturday before Christmas.

Quebec.—July 1 to June 30. The Roman Catholic Committee regulations require schools closed, each year, from the 1st of July to the first Monday in September; the Protestant Committee regulations, from the 1st of July to the 15th of August, but in practice schools may open in September.

Ontario.—In public and separate schools the school year consists of two terms:—September 1 to December 22 and January 3 to June 29; in secondary schools the school year is the same except that schools open on the first Tuesday in September. In addition to the interval between these terms there is a vacation of one week following Easter. Statistics of the public and separate schools which are shown in this report, however, are for the two terms which make up the calendar year; while those for secondary schools, normal schools, technical schools, etc., are given for the year beginning in September.

Manitoba.—July 1 to June 30 with the following vacations:—

(a) Easter—the full week beginning with Easter Sunday.

(b) Midsummer—from the first day of July to the third Monday in August, both days inclusive, or by a special resolution of the board, to the first day of September.

(c) Christmas, from the twenty-fourth day of December to the second day of January, both days inclusive.

Saskatchewan.—For finances, calendar year; for statistics, July 1 to June 30. (Up to 1920, however, statistics have been given for the calendar year.)

The vacations are as follows:—

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. In schools open throughout the year, the week beginning with Easter Day is a vacation.

Alberta.—(1) For finances, calendar year. (2) For statistics, academic year, that is, from July 1 to June 30. (Up to the year 1920, however, statistics have been given for the calendar year.)

The vacations are: In rural districts, seven to ten weeks; summer between June 15 and September 1; December 24 to January 2. In towns and cities, eight to twelve weeks.

British Columbia.—July 1 to June 30. The vacations are: summer, last Friday in June up to the Tuesday immediately following Labour Day; winter, two weeks preceding first Monday in January. Easter four days following Easter Monday.

PART 1.—REVIEW OF EDUCATIONAL ACTIVITIES IN CANADA DURING THE YEAR 1922.

CHAP. I.—SUMMARY FOR DOMINION.

(1) SCHOOL—ACCOMMODATION AND PERSONNEL.

Canada has over 2,100,000 persons, or nearly one-fourth of its population, at school. Of these, about 100,000 children are in private schools, of whom 55,000 are in schools subsidized but not controlled by the state; over 60,000 are registered at colleges and universities; 13,000 attend Indian schools, which are supported partly by religious denominations and partly by the Dominion Government; 9,000 attend institutions for teacher-training; 1,600 attend schools for the blind and deaf; 80,000 attend schools or classes of a vocational nature under state control; while 1,860,000 attend ordinary day schools under state control.

Of the 1,860,000 attending state controlled day schools, and 55,000 attending partly subsidized private schools, about 590,000 are in the largest 62 cities and towns; 555,000 are in other graded schools, of whom about 114,000 are attending rural graded or consolidated schools; while approximately 770,000, or about 40 per cent of the whole, are attending ungraded one room schools, nearly all of which are rural.

These 1,900,000 in publicly controlled and subsidized independent schools are accommodated in approximately 51,000 class-rooms staffed at one time or other throughout the year by 60,000 teachers of whom the males and the females are in the proportion of one to five. As (with the exception of a few teachers not in charge of class-rooms) the 51,000 classrooms represent the number of teachers teaching at one time, there must have been about 10,000 changes in staffs during the year. It should also be mentioned that the number of pupils is somewhat over-represented, owing to the fact that some children changed their place of residence and were enrolled in more than one school during the year. The error from this source is, no doubt, greatest in the newer and more rapidly growing provinces, and, is probably very small in provinces with a more stationary population.

On an average, the 1,900,000 are accommodated 37 in a classroom; but, in view of the existence of a large number of small one-room schools in depopulated or new rural communities with from 3 to 15 in a classroom, it is quite safe to say that the median number of children per classroom is over 40, and that, within certain limits, there is a tendency for this median number to increase with urban population, so that the median for graded classrooms is about 45; also that classes accommodating the earlier elementary grades and young children are larger than those accommodating the later grades and older children.

The 1,900,000 children attend school on an average somewhat less than 140 days in the school year of about 200 days. Perhaps a better way of representing attendance is to state that about half attend less than 135 to 140 days, and half more than this period, while about one-sixth attend less than three months. Some of these, no doubt, are registered more than once.

(2) PROGRESS DURING THE YEAR.

Practically every feature of school work which lends itself to statistical description has shown an improvement during the year 1922 over previous years. A small number of historical tables are inserted in this report to illustrate the trend of educational movements. Among these may be mentioned tables of school enrolment and average daily attendance from the earliest recorded period to the present on pages 84 and 87; tables of receipts and expenditure on pages 137 to 141; a table showing the comparative number of boys and girls in secondary grades on page 112; and tables showing the sources from which secondary pupils have been drawn and their probable destination in one province on page 111. A study of these tables warrants the conclusion that either the desire for education is becoming stronger from year to year as indicated by the fact that the numbers enrolled are increasing much faster than the population, or else that the means of placing schools within the reach of all parts of the community are becoming more and more adequate, or that the machinery for guarding the interests of the child is becoming more and more powerful. It is probable, rather, that the increase is due to all three causes. The same may be said of a still more important feature of school work—perhaps the most important of all—regularity of attendance. The table of average daily attendance is not a very good measure of regularity, as it gives the same weight to schools which were open only a short time during the year as to schools open the full year; moreover, average figures are often misleading. However, these figures of average daily attendance are the only figures available to show the trend of regularity at school in all provinces and they are much better than none at all. More definite figures for some provinces given in tables 5 to 8 help to interpret this table of average attendance and to prove that the improvement in the average is a real improvement.

NOTE.—As a matter of fact the increase shown in average daily attendance understates the real increase for two reasons: more schools are open full time during recent years than in former years, so that average daily attendance on the basis of the time the schools were open means more now than formerly; it is also true that a very small percentage of increase in the average daily attendance is significant, inasmuch as it really means not that the whole body of the pupils are attending just a little better than formerly, but that the portion of the pupils who used to attend for an entirely inadequate period are showing an appreciable diminution. To cite an example, the average attendance of one province in 1904 was 55.8 per cent of the enrolment, and in 1922 it was 69.5 per cent. This improvement of 14 per cent in 18 years is very considerable, but that it is an understatement may be seen as follows: in 1904, over 42 per cent of the pupils attended less than 100 days—an inadequate period—while only 34 per cent attended 150 days or over, or what might be considered an adequate period. In 1922, about 25 per cent attended less than 100 days, while over 55 per cent attended more than 150 days.

The chart on page 88 shows how enrolment and average attendance have been converging from year to year since the beginning of the century, excepting of course during the war years. This convergence represents an elimination of waste from a financial point of view, and much more from the point of view of the child's interests. There is no doubt that progress at school is directly proportional to regularity of attendance. It is also often true that the delinquent child is generally found in the ranks of those out of school.

The chart on page 88 also shows the expenditure by governments as compared with that by ratepayers. The divergence in this case; that is, the gain in the contributions of ratepayers, should represent increasing interest in education on the part of the general public.

Table 61 shows that the disparity between the numbers of boys and girls in secondary grades is probably only a temporary phase. One of the striking features of the school year 1921-22 is the evidence of return of older boys to school. That neither this, nor the already mentioned feature of regularity of attendance and expenditure is incidental to 1922, but a permanent trend, may be seen in the consistent progress from year to year, except when this progress is interrupted by easily explainable causes.

Table 59 showing the sources from which secondary schools draw their pupils in one province is particularly interesting in view of the increasing number of secondary pupils drawn from the ranks of labour. Generally, the increases in the enrolment in secondary and higher grades are much more marked than increases in the lower grades; and there is a general levelling up of the enrolment from grade to grade in the elementary schools. This might not mean much if the population were stationary, and if there were no evidence of the schools recruiting an increasing number of beginners. The fact that Grade I, for example, was bearing a decreasing ratio to Grade VIII from year to year might mean no real improvement. It might mean that Grade I and the other lower grades were receiving few new pupils while the higher grades were being increased by recruits from those who had to stay a year or two out of school owing to war and other conditions, or they might be merely repeaters in Grade VIII owing to an unusually difficult examination the previous summer, or they might mean an unusually large promotion from Grade VII within the year, or they might be a duplication of enrolment because of Grade VIII pupils who were enrolled in rural schools during one part of the year and finished up the year in graded schools in urban centres. The first possibility is eliminated by the fact that the general enrolment is increasing rapidly and by the fact that in the case of provinces giving data on beginners from year to year, it is found that the number of beginners are increasing rapidly. In Nova Scotia, for example, the following facts were noticeable during the year 1921-22: 1. The number of beginners in Grade I showed a considerable increase over the previous year; 2, the number of repeaters in Grade I showed a considerable decrease; 3, the numbers in the higher grades showed a large increase; 4, the total enrolment was increased by 5,000, or nearly 5 per cent. The increased ratio of the higher to the lower grades must, therefore, be considered as a decided improvement. On the other hand, the general levelling up from grade to grade practically eliminates the probability that the increased ratio is due to repetition in any one grade.

Perhaps the greatest evidence of progress is one which does not lend itself as yet to statistical expression. The large enrolment in schools for teacher training and in summer schools for teachers shows that the necessity for employing unqualified teachers has practically disappeared. The folder on page 128, showing the requirements for teachers' diplomas, indicates the tendency to raise the academic requirement for the lowest class of certificate to Grade XI or university matriculation standing. There is also a tendency towards lengthening the period of professional training. This professional training is being adapted to meet the requirements of the comparatively recent activities along the line of school hygiene, manual training, domestic science, special classes, vocational education, etc.

(3) SPECIAL FEATURES.

Among the school problems which are being at present strenuously attacked are the various phases of retardation; the problems of school hygiene from its physical, mental and moral aspects; and rural school organization. A description of the activities of each province to meet these problems is given with a historical background in the reviews of educational activities in each province. Statistical material relative to school hygiene, including the work of medical inspection, special classes and playgrounds is given in tables 72 to 78 also in a summary of the activities of the Canadian Committee on Mental Hygiene on page 56. Material relative to rural school organization, including consolidation, is given in tables 66 to 67. A study of retardation can be made from the tables of Age, Grade and Sex, pages 89 to 107. Particular attention is drawn to table 13 which gives the age-grade, distribution of nearly a million public and private school children representing about one-half of the enrolment in ordinary schools in Canada, also to the separate tables for about 400,000 of each sex on page 103. These tables are in a sense the most important of all the statistical tables in the report, as they are the first almost nation wide survey of the standing of pupils at the different ages. The ages in this table are equated as much as possible, due consideration being given to the date of collecting the data, so that the differences in ages as between provinces are not materially greater than they are as between different parts of the same province. The distribution at a certain age in one province does not show as great a

difference from that at the same age in another province as the distribution of cities in a province from that of rural schools in the same province; so that making an aggregate for Canada is not summing up incomparable data. The large numbers involved, on the other hand, make it possible to investigate how far the distribution conforms to certain laws. The extent to which variability in the mentality of children causes the wide distribution at a certain age, can be estimated only after certain other factors are known, the most important of which are regularity of attendance and age at beginning school. The first of these factors is shown in tables 5 to 8 giving the number of days attended during each year in as many provinces as have given the data. The ages at which pupils begin school, as ascertained from a study of over 50,000 beginners, are as follows. (One-half of the children at six are taken as being $6\frac{1}{2}$ years or 7 at the nearest birthday; $6\frac{1}{2}$ and 7 are taken as the normal ages.)¹

Per cent of the total beginners who commence school under $6\frac{1}{2}$ years of age.....	28.0
Per cent of the total beginners who commence school at $6\frac{1}{2}$ years and 7 years of age (17 per cent of the total are $6\frac{1}{2}$ years).....	52.0
Per cent of the total beginners who commence school at 8 years of age.....	12.0
Per cent of the total beginners who commence school at 9 years of age.....	4.5
Per cent of the total beginners who commence school at 10 years of age.....	1.7
Per cent of the total beginners who commence school at 11 years of age.....	0.9
Per cent of the total beginners who commence school at 12 years of age.....	0.4
Per cent of the total beginners who commence school at 13 years of age and over.....	0.5

Taking the pupils in the table on page 92 it is noticeable that out of 61,802 at the age of six and under, 60,430, or about 98 per cent, are in Grade I or Kindergarten, and that up to and including the age of 7 years, out of the 151,523 pupils, only 15,431 or 10 per cent, have passed beyond Grade I, although 61,802 are attending at the ages of 6 and under of which about 26,000 are $6\frac{1}{2}$ or 7 at the nearest birthday. Since 28 p.c. begin school under the age of $6\frac{1}{2}$, and 14 per cent begin at the age of $6\frac{1}{2}$, while 35 per cent begin at the age of 7, then at the age of 7 in the table (which should be considered as equivalent to $7\frac{1}{2}$) the upper grades should bear to Grade I as great a proportion as 45 to 35, that is, Grade I should have less than 44 p.c. of the pupils at the age of "7." As a matter of fact it has 83 p.c. at this age, and the upper grades have no more than could have been there if no pupils had entered school before the age of $6\frac{1}{2}$ years or 7 at the nearest birthday. It is difficult to believe, then, that any time is gained by pupils who enter Grade I at an earlier age, except in a few cases. Now the 35,000 attending below the age of $6\frac{1}{2}$ years form almost 4 per cent of the total enrolment. As there are about 51,000 classrooms in ordinary school rooms in Canada, they occupy 2,080 classrooms on an average, at a cost of about 4 per cent of the total expenditure or about \$4,000,000.

Taking the ages of 7 to 13 years, the median grades are as follows.—

Age	Grade	Age	Grade
7.....	1.58	11.....	4.74
8.....	2.17	12.....	5.60
9.....	2.87	13.....	6.53
10.....	3.89		

Taking the nearest whole grade to this median grade in each case as the average grade at each age, the following deductions are worthy of notice:—

Number retarded	Number accelerated
1 year—150,140 or 23.8 per cent of the total	122,534 or 19.4 per cent of the total
2 years—62,596 or 9.9 per cent of the total	41,206 or 6.5 per cent of the total
3 years or more—26,072 or 4.1 per cent of the total	14,551 or 2.3 per cent of the total
Total—238,808 or 37.8 per cent of the total	178,291 or 28.2 per cent of the total

It is extremely doubtful that those retarded three years or more can be connected with those who are three years or more late in entering school, or that those accelerated three years or more, with the pupils who are very young on entering school. It is noticeable that retardations exceed the accelerations by about 10 per cent of the total or 34 per cent of the accelerations, and that those retarded three years or more are almost twice as many as those accelerated three years or more. This is probably not so much due to the fact that there are more pupils below than above average intelligence, as to the fact that those above average intelligence are the greatest sufferers from any adverse conditions.

¹ There is a remarkable uniformity in the ages at beginning school as between provinces and as between different years in the same province. For example, a computation made one year ago from which data of one province were missing, arrived at almost exactly the same results. This would mean that roughly 30 per cent of the children enter school under $6\frac{1}{2}$ years of age; 50 per cent enter at $6\frac{1}{2}$ and 7 years, 12 per cent enter at 8; 4 per cent enter at 9, and 4 per cent at 10 or over.

CHAP. II.—REVIEW OF PROVINCIAL EDUCATIONAL ACTIVITIES.

PRINCE EDWARD ISLAND.

Summary of all Institutions.—During the year 1922, the number of pupils and students in all educational institutions in Prince Edward Island was 19,678. These were distributed as follows: 18,323 in 473 elementary and secondary schools; 341 in Prince of Wales College; 166 in agricultural and technical institutions; 230 in universities; 2 in the school for the blind at Halifax; 6 in the school for the deaf at Halifax; 75 reported in private business colleges; 497 reported in private elementary and secondary schools; and 38 in Indian schools. Mention should be made here of the fact that there were 259 residents of Prince Edward Island in Canadian universities and colleges outside the province. This would bring the total for Prince Edward Island up to 19,937. The corresponding figure for last year was 18,439.

Publicly Controlled Elementary and Secondary Schools.—The 18,664—9,400 boys and 9,264 girls—enrolled in publicly controlled elementary and secondary schools were accommodated as follows: 11,753—5,952 boys and 5,801 girls—in 415 primary schools, which in this province mean ungraded one-room schools; 6,570 in graded schools, that is, schools of two or more departments, and 341 in Prince of Wales College, the regular secondary institution of the province, and also the normal school.

Average Attendance.—The average daily attendance in the elementary and secondary schools outside of Prince of Wales College was 12,338, or 67.4 per cent of the enrolment; this average was distributed as follows: 7,426 or 63.29 per cent of their enrolment in primary schools; 1,653 or 69.2 per cent of their enrolment in elementary graded schools; and 3,259 or 78 per cent of their enrolment in first-class schools. The corresponding percentages last year were 65.3 in all schools; 62.1 in primary schools; 67.6 in graded schools and 73.0 in first-class schools.

It will be seen from table 4 on page 84 that the enrolment in ordinary schools in 1922 was the largest since 1914; or if we except that year, the highest since 1907, while the percentage in daily attendance was by far the highest on the record of the province, showing an increase over the record year of 1921 of over 3 per cent. The greatest improvement was shown by first-class schools; but it is noticeable that the primary, that is the one-room rural schools, showed a substantial increase. The table on page 87 will show the course of progress since 1886.

In the public schools Act of 1877 a compulsory attendance section required children between 8 and 13 years of age to attend at least 12 weeks during the year, 6 of which were to be consecutive; further, if any school district did not show an average attendance of 50 per cent of the children of school age resident, there was to be deducted from the grant for the teacher's salary an amount proportional to the default in attendance. The trustees might collect this amount from those responsible for the absentee children. In 1921 the provincial legislature amended the Act so that if a school district does not show a daily average attendance of 60 per cent of the population of school age (6 to 15 inclusive) the deduction is made as above. Another amendment in 1921 requires children between 7 and 13 years of age, unless especially exempted, to attend every month for 60 per cent of the time schools are open.

Grade, Age, etc.—The pupils in the ordinary day schools during the year were graded as follows: Form I, 5,417; Form II, 4,749; Form III, 4,433; Form IV, 3,557. It is impossible to state from the statistics given how many of these pupils are in high school grade, but they would amount to probably half of Form IV. In Prince of Wales College, the secondary institution proper of the province, the 341 students might be considered all secondary students except those in the 3rd year who are admitted by universities to the third year in Arts if they have obtained a high standing from the college.

During the year 1921-22 a new edition of the course of studies was issued. In the course of studies the work of the schools is arranged in ten grades—eight primary and two secondary. The statistics based on this grading will be of great interest, and it is hoped that they will be shown in the reports of the Department in the near future.

Public school certificate examinations were instituted in 1920. They are intended to test the proficiency of the pupils in the first eight grades.

Teachers.—The number of teachers in 1922 was 611, 122 male and 489 female. Of these, 415 were in ungraded and 196 in graded schools. The average salaries were \$533; an increase of \$7 over the previous year.

Teachers in Training.—The teachers in training in Prince Edward Island are in attendance at Prince of Wales College, and take the professional work at the same time as the academic work. Every first year student is required to take pedagogical as well as academic work.

At the instigation of the teachers' convention, the annual meeting of Prince Edward Island Teachers' Union and of a conference of trustees, clergymen and others, was founded a new organization known as the Prince Edward Island Educational Association.

Rural Schools.—It has been seen that the number of pupils in one-room schools in 1922 was 11,753, and that these were accommodated in 415 schools; that the average attendance in these was 7,426 or 63.8 per cent of the enrolment as against 74.7 per cent in graded schools. The rural one-room schools which have an average attendance of less than 15 numbered 148 or more than 35 per cent of the total; of these 60 had an average attendance of 10 or less. On pages XXIII to XXVII of his report for 1922, the chief superintendent shows very fully the situation of the rural school problem and makes very practical suggestions as to its solution. One suggestion is to re-divide the province into a small number of large sections.

Agricultural and Technical Education.—These two activities are under one organization, both coming within the scope of the Dominion Technical Education Act of 1919. The institution is called the Prince Edward Island Agricultural and Technical School, and is now in its third year. It is under the administration of the Department of Agriculture, but subject to inspection by the Chief Superintendent of Education, who also acts with the Commissioner of Agriculture in an advisory capacity touching matters relating to the school. During the year it had 65 in the day classes and 107 in the night classes as against 55 and 72 respectively during the previous year. Students who successfully complete the two years' course are now admitted to the second year at the Nova Scotia Provincial Agricultural College at Truro.

The school fair is now a well established event in the province; forty-eight fairs having been held during the autumn of 1922. Participating in these were 255 schools and about 4,876 pupils, the number of exhibits being about 17,074. Women's Institutes are a valuable educational organization in the province. At the close of the year there were 61 of these with a membership of 1,400.

Medical Inspection.—Medical inspection was introduced into the schools of Prince Edward Island in 1921, when 20 schools with 2,418 pupils were inspected by the Red Cross nurses and local medical men. The work was carried on energetically in 1921-22 when 119 schools in country districts were examined. As many as 3,515 pupils were medically examined, weighed and measured. In every case explanatory slips were sent to the parents stating whether defects found in the children were slight and could be corrected by home treatment, or whether the family doctor should be seen. The trustees and parents were invited to come to the school to see the inspection carried on and to hear talks to the children on good health habits. The follow up work has been most satisfactory. In many cases where children needed to be operated on and the parents were unable to pay, satisfactory arrangements have been made with the hospital or with local doctors.

Higher Education.—Prince of Wales College which, especially in its third year, does work of university grade, showed in 1922 the largest enrolment in its history. St. Dunstan's university had a registration of 230 students.

School Support.—The expenditure during the year was \$428,869 as against \$396,778 in 1921. Of this \$157,766 was contributed by the districts and \$271,103, by the Government. The cost per pupil enrolled was \$21.21 as against \$20.80 in 1921, and per pupil in average attendance \$31.49 as against \$31.82 in 1921. In addition to the foregoing, the sum of \$17,673 was expended in the operation of the Prince Edward Island Agricultural and Technical School at Charlottetown.

NOVA SCOTIA.

Summary of All Institutions.—During the school year 1921-22, Nova Scotia had in all her institutions an aggregate enrolment of 127,517. This enrolment included 114,229 in general schools; 352 in the normal college; 738 in inspectorial teacher-training institutes; 7,086 in agricultural, commercial and other special schools, including all night schools, but not including university and college work; 372 in preparatory classes in universities and colleges; 490 in short courses, special, and correspondence courses, at universities and colleges; 292 in regular courses at colleges; 1,293 in regular courses at universities; 1,390 in private elementary and secondary schools; 698 in business colleges (private); 127 in the school for the deaf; 174 in the school for the blind;¹ and 276 in Indian schools.

General Schools—Enrolment.—Of the enrolment of 114,229 in ordinary day schools (Grades I to XII)—by far the highest in the province's record—72,091 were in 1,551 graded schools (classrooms) and 42,200 were in 1,458 one-room schools, nearly all of which were rural. Of the latter, about 6,000 were enrolled in 447 small schools with less than 20 pupils; about 21,000 in 716 classrooms with from 20 to 39 pupils; and the remaining 15,000 in 253 classrooms with over 40 pupils. Thus the average number of pupils to a class room in rural schools was 29 pupils and in graded schools 46 pupils.

Average Daily Attendance.—The average daily attendance of 79,410, or 69.5 per cent of the enrolment, was by far the highest on record, exceeding the previous year's by 6,171. The total days' attendance of the 114,229 pupils was 15,795,061, which shows that the pupils on an average attended 139 days. Of the total enrolment 4,472 attended less than 20 days; 9,343, from 20 to 49 days (that is, 12.1 per cent attended less than 50 days); 14,642 or 12.8 per cent attended from 50 to 99 days; 22,862, or 20 per cent, attended between 100 and 149 days; 58,212, or 51 per cent, attended between 150 and 199 days; and 4,698 or 4.1 per cent attended 200 days and over.

It is worth noting here that the increase over the year 1921 is more significant than it appears by a mere inspection of the comparative percentage of the enrolment in average attendance during the year—69.8 in 1922 as against 66.9 in 1921.

The increase really consisted of a substantial diminution by 81 per thousand in the case of pupils attending less than 100 days (or about 5 months), and an increase of 111 per thousand in the case of those attending more than 150 days. In other words, the number attending during a period that means next to nothing, is being substantially reduced, while that attending an effective period is being substantially increased. That this increase is not purely a seasonal or accidental one but a position in an upward trend will appear later, especially in the tables showing average attendance since confederation. Regularity in attendance is probably the

¹Including pupils from Prince Edward Island, New Brunswick and Newfoundland—See page 120.

most important factor in determining progress; and the position of 1922 in this respect is particularly gratifying. Considering it from a financial point of view, it will be seen that although the expenditure on education in 1922 was \$204,024 over that of the year before (which in turn was the highest in record), the cost per pupil in average daily attendance was reduced by \$1.16 (from \$47.04 to \$45.92). The average daily attendance during the year being 70,410, it would mean that the previous year's per capita cost (\$47.04) would in 1922 have made the total expenditure \$92,126 more than it actually was; so that this amount was virtually saved by regularity of attendance.

The increase in attendance, which had proceeded with special rapidity since 1904 (save for two short setbacks in 1907 and 1911) until 1915, was seriously affected by the war which, with the influenza epidemic in 1919, set it back almost to where it was in 1910. It has since been increasing with a rapidity unparalleled by any other feature of the educational system of the province save perhaps the number of pupils (and especially of boys) in secondary grades. An analysis of this average attendance shows that the increase is more important than it appears even at first sight. For this purpose it will be useful to study table 5 showing the day periods attended.

Grade, and age distribution.—Although there was an increase of enrolment of nearly 5,000 pupils in ordinary day schools under public control, and although there were nearly 1,700 more beginners (see tables 11 and 15) than in 1921, yet there was a decrease of 3,031 in Grade I; that is in the repeaters in Grade I. It is not unreasonable to connect this decrease in repeaters in Grade I partly with the marked decrease in the number of pupils attending less than 100 days, and the still more marked increase in the number attending more than 150 days. To this decrease the boys contributed 1,787 and the girls 1,244. A study of the total increase of 4,746 in all grades reveals the facts: (1) that after deduction of the 3,031 repeaters in Grade I (which was a distinct gain), the real increase in all other grades was 7,777. To this increase the boys contributed 4,460 and the girls 3,317, but the boys above Grade IV contributed 1,807 or about one fourth of the total increase, while the girls contributed 992; the boys in Grades VII to XII contributed 1,422 as against 844 contributed by the girls; and the boys beginning Grade I contributed about 1,000 as against 900 by the girls. This shows a decided increase, especially on the part of the boys, in all the features showing improvement, and a decrease in the features showing the contrary. Particular attention is called to the increases in the case of the boys. The age grade tables so far compiled by the province have not included separate figures for boys and girls, but the figures of Saskatchewan, Manitoba and Ontario on page 104 show that the age distribution of boys is not as good as that of the girls, and the case is very likely similar in other provinces and countries. The two chief factors contributing to this are practically conceded to be: (1) greater regularity of attendance on the part of the girls; and (2) earlier maturity. When to these is added the fact that girls remain longer at school than boys, it is not surprising that there are more girls in the upper grades. Now it is a question whether the real significance of the last mentioned fact is sufficiently recognized.

The figures of 1915 to 1919 would give the impression that boys were tending towards elimination from the upper grades; statistics since that date, especially the fine showing of 1922, would indicate that this situation was not a constant, or permanent feature but a mere incident due to war conditions. From statistical tables in Part II (a comparison between the enrolment of boys and girls since 1894 and a table of boys and girls in the high school grades since 1904), it will be seen: (1) that there has been a general downward trend of both sexes in the upper elementary grades; (2) that there has been a general upward and very rapidly rising trend in the number of both sexes in high school grades, but that there have been several bad depressions which affected the boys more than the girls, and that after this depression the former level was soon reached and passed. The rapid increase since 1919, and the present record level would seem to be but a continuation of the upward trend culminating in the level reached in 1915 which was so roughly arrested first by the war and then by the influenza epidemic in 1918 and 1919.

High School and upper elementary grades.—The number of pupils in secondary grades (Grades IX–XII) during the year was 11,039 of whom 4,202 were boys and 6,837 were girls. This represented an increase of 777 boys and 557 girls over the figures of the previous year. The disparity between the boys and girls in high school grades in each year since 1904 is shown in table 61, page 112. It is thus seen that since the date mentioned, up to 1920 the number of girls had been almost double that of the boys, while that of 1919 was more than double. The increase in the number of boys is, therefore, particularly gratifying. Of the 11,039 secondary pupils, 1,334 boys and 1,503 girls, or 2,837 in all, were accommodated in 18 county academies. Of the remaining 8,202 high school pupils, 5,400 were accommodated in 64 pure high school class-rooms, these high schools being in some cases situated in a large town other than county towns, free to the qualified children of that town, and sometimes larger than the county academy. The remaining 2,802 high school pupils were accommodated in 1,586 common schools extending continuation work into high school grades. Of these, 1,242 were one teacher schools, 220 were two teacher schools and 124 three or more teacher schools. Of the one teacher schools, 98 extend the work up to Grade XI or the matriculation year; 417 extend it to Grade X, and 727 to Grade IX. It is interesting to notice that 6 of the graded common classrooms extend the work actually as far as Grade XII. Although the provincial high school examinations are voluntary, it is noticeable that 8,241–2,856 boys and 5,385 girls—out of the total of 11,000, wrote these examinations in July. Of these, 3,625 were candidates for a Grade IX certificate; 2,746 for a Grade X; 1,437 for a grade XI and 270 for a Grade XII. It is worth mentioning in passing, that of all these candidates, 68 wrote the "M.P.Q." (see p. 128) examinations for teachers. Ranks in these examinations entitle the candidate to a certificate one grade below that to which his academic standing

would entitle him if he attended normal school, so that a year of academic standing is to a certain extent recognized as an equivalent of professional training. About 350 of the remainder would attend Normal college, making a total of about 1,031 of the 8,241 candidates, (or of the 11,000 high school grade pupils,) who would be immediately looking forward to teaching. About 30 years ago, instead of about one eleventh, practically all of the pupils, at least of the candidates, would be compelled to take the professional examinations along with the other examinations. In addition to the 11,000 pupils in Grades IX to XII, 13,926 were enrolled in Grades VII and VIII, which could very properly be designated as intermediate grades, and are Junior high school grades where these schools exist. The increase in the boys in these grades during the year—645 as against 287 girls—is also striking, as the disparity in these upper elementary grades has been almost as great as in the secondary grades. There were, then, 24,965 out of the total enrolment of 114,229, or about 22 per cent, in the secondary or upper elementary grades.

Secondary Education.—Education in Nova Scotia may be said to have practically begun with Secondary Education, but in a far different sense from that in which it is looked upon at present in the province. To-day emphasis is laid upon secondary education as a continuation of elementary school work. The course of studies is divided into twelve grades of which the last four are considered secondary and which may be taken in any class of school which has a teacher sufficiently qualified to teach the work. The high schools and county academies merely present special *opportunities* and are not a special class of schools. Examinations for entrance into the county academies are set for the purpose of ascertaining whether pupils are qualified to undertake the work of the first high school grade and as such are entitled to the privilege of free tuition provided they are residents of the county in which the academy is situated. There are no other conditions for entrance except qualifications for undertaking the work. As will be seen later, this in fact, if not in form, is true of most of the other provinces of Canada. However, special emphasis is laid in this province on the continuous system of education from the bottom to the end of secondary school work. It is possible that in time this continuity may extend to the end of a course in Arts and Science in the universities.

In the early days in this province, secondary education meant a special class of schools to which pupils of a certain class might be admitted at an early age and trained on separate lines from the common school pupils. Exceptionally bright pupils from the poorer classes might be admitted by means of free scholarships. In 1811 an Act was passed to establish such schools—then called grammar schools—in several districts and cities. For these grammar schools three trustees were to be appointed by the lieutenant-governor and these trustees were to nominate not more than eight free scholars. This Act enabled the people of Pictou county to procure in 1816 an Act of incorporation for an academy on the plan of a Scottish university and an annual grant was obtained for this academy for a few years. The Free School Act of 1864 made these grammar schools free to all of school age resident in the county. Up to 1893 the normal school for teacher training was merely a high school combining professional and academic training. In this year it was made a purely professional institution, and a new light was thrown upon high school education. Hitherto the pupil doing high school work did so with a view to teaching, and, in some cases, to university training. There were no certificates issued to show purely academic high school standing. In 1893 separate examinations were set for candidates who did not necessarily intend to teach, and passes in these entitled the candidates to certificates for the grade on which they wrote. Successful candidates might either pass a professional examination at the end of these academic examinations or attend normal school to obtain professional certificates. In 1908 an interesting change was made in the high school course. Previously, each grade except the highest contained eight imperative examination subjects. If a pupil looked forward to the university he had to take classical or modern languages in addition to these eight and if he reached a certain minimum on his examinations on these "optional" subjects it would be added as a bonus to his aggregate standing on the imperative examinations. Up to 1900 the eight imperative subjects had to be passed before any certificate was granted, but in that year a certificate for the grade in question could be obtained by passing on any eight of the high school subjects and the remaining imperative subjects for teachers' non-professional standing could be written off at a supplementary examination. In 1908 the examination subjects were reduced to six of which English alone was imperative, and the standard for the pass was raised. This move had a very important bearing upon the articulation between the public schools and the university. At the same time the non-professional qualifications for the highest form of teachers' certificate was raised to university graduation and the upper high school grade (formerly called Grade "A") which covered practically all the subjects of a university course became a fourth high school grade entitling the student to the non-professional standing of the second highest rank and comparable with Grade XII in other provinces. This Grade "A" could be written off at two examinations of which separate certificates of standing were issued—"Grade A Classical" or "Grade A Scientific", but the full Grade A which was written by many students in one year had 30 or more examination subjects.

Teachers in ordinary day schools.—The number of teachers in 1922 was 3,208, being an increase of 119 over that of 1921. Of these, 263 were male and 2,945 were female teachers. The male teachers showed an increase of 60 over the previous year, but this increase was not in the ranks of the high grade teachers. Among these teachers were 57 holding a certificate of Academic rank, while 213 held class A certificate or the equivalent of a first class certificate elsewhere. Of the 3,014 teachers, 1,584 were normal trained, the rest holding certificates on the strength of a professional examination, and, especially, of academic standing one year higher than that required of normal trained students. Those who have not had normal training—mostly in rural sections—are being trained at the rate of about 600 a year in inspectorial training institutes, which offer a course of four weeks. In 1922 the number taking advantage of this course was 738.

The fact that there were only 1,584 normal trained out of a total of 3,208, although the normal college has turned out roughly 4,803 trained teachers since 1901, is attributable to the exodus of these trained teachers to other provinces and from the profession. The rural communities, of course, are the main sufferers from this situation. The remedy recommended by the Superintendent is the federation or consolidation of rural schools.

Teachers in Training.—The number of students attending the Provincial Normal College at Truro during the year was 352, an increase of 111 over that of the previous year, and the highest on record. Of these 68 were in the university graduate course training for the academic diploma; 24 were training for a superior first diploma and held the academic standing of Grade XII; 122 held the standing of Grade XI, and were training for first-class diploma; 111 for Grade X; and 16 for Grade IX; 4 were training for kindergarten certificates; 4 for mechanic science certificates;

and 3 for domestic science certificates. It is interesting to see that only 127 out of 341 training as teachers in the ordinary school subjects held certificates lower than Grade XI. The enrolment of 352 was made up of 40 male and 312 female students. Of the 40 males, 24 were of the university graduate class, the remainder belonging to the classes "A" and "B."

Health instruction, Child Welfare, Rural Science and Rural Welfare instruction were carried on in connection or in affiliation with the normal college administration. Early in the year arrangements were proposed by the provincial health authorities acting in cooperation with the Red Cross Society for a course of lectures for the normal students, and a series of addresses were given reviewing the special problems of the teacher in relation to the health of the school and the community. These lectures were supplementary to the regular teaching of hygiene by a member of the staff. Rural Science or *Rural Welfare* students numbered 195, and 22 holders of Rural Science diplomas came back to a summer course.

In addition to the training offered to the 352 students at the provincial college, a course of four weeks—from the 25th of July to the 20th of August—was offered by inspectors throughout certain districts to teachers who had not had normal training. These institutions were held at 12 different places and enrolled during the year 738 teacher students. Of these 46 held the academic standing of Grade XII, 221 of Grade XI; 255 of Grade X; and 216 of Grade IX. Assuming that one student teacher takes only one of these institute courses, it appears that 1,332 teachers have taken advantage of the course in 1921 and 1922. These institutes should always be kept in mind when comparing the number of normal trained students in the province with those not normal trained, since those attending institutes are included with the latter. Still greater emphasis is due to the fact that the "untrained" must hold higher academic certificates than the trained of the same class. Thus, the "B" professional diploma requires a non-professional standing of Grade XI with normal training, but a standing of Grade XII with a professional examination without normal training. To this superior academic standing is added the inspectorial institute training of four weeks.

Rural Science.—Rural science activities, under a provincial official known as Director of Rural Science, included school fairs, discussion at gatherings of women's institutes, community clubs and farmers' conventions, two rural science teachers' institutes, and nature talks and teaching at boys' and girls' summer camps. The best work, however, in the opinion of the director, is being done at the Normal College and Summer School. It is through teachers-in-training that a point of view obtained by such an organization can be most effectively spread. At the four weeks at the summer school, held in the normal school at Truro, with work from 7 a.m. to 10 p.m., there was an attendance of 209, the previous record being 192. The work included the regular classes and addresses by outside speakers. The regular work covered a wide field up to advanced classes in biology. As a result of the course, 22 received diplomas, 62 certificates of standing on 4 or more subjects; while 19 of the students were graduates. The cost of the course was \$2,619.

A fairly detailed table on page 116 represents the combined activities of the Rural Science Branch and of the Agricultural College. Tables 99 to 107 on page 148 gives full particulars of the Agricultural College which carries on advanced courses of college grade and also short courses in agriculture. The enrolment in the regular courses of this college during the year was 73, a smaller number than usual.

Two courses are offered—the "A" and the "B." The "A" course was planned mainly for students who intended to pursue the four-year degree course of which the first two years are given at Truro and the balance at whatever Agricultural College in Canada students may select; the "B" course is the regular self-contained course of two years' duration, and is, in the main, of a more practical character than the "A" course. Of the 44 enrolled at the beginning of 1922-23, 26 were in the A course and 18 in the B. The January short course for farmers and their sons had an enrolment of 79. A corresponding course for women had an enrolment of 12. A March course in Poultry enrolled 24 students. Besides those regularly enrolled, there was a large intermittent attendance of students. There were also 14 Short Courses of a few days' duration at various local centres with an attendance of about 250 at each course. Besides the short course for women mentioned, a short course of two weeks was held for girls. The staff of the Agricultural College also help with the course in the Rural Science School just described.

Summarizing the work of agriculture in Nova Scotia, there were in all 14 classes giving instruction to 3,600 students below college grade but not included with ordinary grade classes; two short courses at the Agricultural College with 12 instructors and 150 male and 10 female students; 1 institution with 12 of a staff giving regular courses of college grade to 44 students. There were 200 school gardens with 10 male and 190 female teachers in charge and operated by 6,000 pupils. In addition, there were approximately 5,000 home gardens supervised by 400 instructors and worked by approximately 15,000 pupils. The boys' and girls' clubs number 250 with 5,000 members. School fairs were held to the number of 240 and with 10,000 pupils exhibiting.

Technical Education.—The work of technical education over and above that of the Agricultural College or Normal College, is carried on under the Director of Technical Education and the Director of Manual Training. Under the Director of Manual Training 27 departments were in operation of which 13 were mechanic science and 14 domestic science. In some schools this work begins in Grade VI and continues through Grade IX. According to the director, there seems to be a growing tendency to postpone beginning the work till Grade VII, and to pay more attention to Grade IX, especially where this subject is offered as part of the *Science of Grade IX* at all provincial examinations.

The regular course in engineering was offered free of tuition to qualified returned men and in consequence the attendance at this course has been large during the last few years. In his report the director states that "probably the last group of these ex-soldier students are now attending the Technical College. It is a matter of regret to the teaching staff that the ex-service men are disappearing as they constitute an unusually high type of student."

In affiliation with the Technical College is the Halifax Navigation School (a part enterprise by the Dominion Department of Marine and Fisheries, and the N. S. Technical College). No fee is charged, and a man may start his course on any day of the year. The teaching is all of an individual nature. The school is one of the most efficient in the Dominion and has men coming and going all the time. For this reason it is difficult to state the number enrolled during the year, but an average of about 19 a month have been enrolled since January, 1922. Forty-nine received certificates during the year. Another affiliation is the Correspondence Study Course, which had 181 students during the year—143 men and 38 women. The university extension work of this division, suspended since 1917, was reorganized in 1921, with an enrolment of 16, which increased to 181 by June. The short course unit has been adopted to enable a student to select a course suitable to his education and leading the way to more advanced work. Each lesson represents a week's work, and a high standard of efficiency is required before students will be considered to have satisfactorily completed a lesson or course. A certificate is granted at the completion of the course (after a written examination), which, while not a diploma, is a proof of a certain degree of proficiency on the part of the holder. All correspondence passes through the head office for supervision.

The subjects offered are divided into five groups aggregating 65 courses, viz.: business group, consisting of 16 courses; college preparatory, consisting of 14 courses; industrial group, consisting of 16 courses; drafting group, consisting of 4 courses and the home-making group consisting of 6 courses. The industrial group including the drafting group shows the largest enrolment, the number being 87. The work of technical education which is entitled to the Dominion aid for vocational education consists principally of a series of evening schools all over the Province, of the type known as individual continuation schools, and furnish preparatory, technical and trade training to supplement the knowledge and skill of persons who have left the public school system. They consist of: A. Coal mining or Engineering Schools; B. Evening Technical Schools. The Coal Mining or Engineering Schools are in five coal mining districts. The Evening Technical Schools are conducted in the principal industrial communities. The number enrolled during the year in these schools (consisting of 106 classes) was 2,032, while the Coal Mining or Engineering Schools with 41 classes had 456 students. Particular attention is directed to tables 68 and 70a which give in tabular form a summary of the whole field of agricultural and technical work in the province.

Rural Organization.—Organizations for furthering education in rural communities include, of course, the activities in rural science already discussed. These, however, are only one kind of activity and no doubt beneficial to the more favoured rural communities rather than to the less favoured, inasmuch as the teachers who are best trained, if they go to rural schools at all, are able to secure positions in the wealthier and more populous rural districts. The rural organizations now to be discussed include such schemes as consolidation, etc.

Consolidation in Nova Scotia dates back to an experiment at Middleton in 1903. The need of such an experiment was particularly felt at the beginning of the century through the existence of a large number of small rural school sections. In 1903 the Superintendent pointed out that there were then 300 schools with an average of 8 in daily attendance, the total number of sections in that year being 1,845. In that year 7 school sections and the town of Middleton in Annapolis county agreed to federate for three years, on the terms of contributing to the consolidated school board annually a sum raised by local assessment equal to the average for all during the three school years beginning August, 1899. The balance, beyond the regular school grants, was to be provided by Sir William Macdonald as an experiment for the demonstration of the value of consolidation, involving the conveyance of pupils from beyond the usual walking distance of two miles. The consolidation came into force by Act in August, 1905. The number of pupils enrolled in 1902 before consolidation, was 367 with an average attendance of 198; the enrolment the year after consolidation was 434 with an average attendance of 285. In 1903 the legislature voted \$36,000 or an average of \$2,000 for each county for the purpose of furthering consolidation. By 1909, 60 schools had been consolidated into 25 stronger ones. Consolidation in the province has not yet, however, made much headway. At present there are in consolidation 16 ungraded schools embracing 32 original sections, and 5 graded schools embracing 15 original sections. Another means of making education possible in very poor or sparsely settled communities is the "special poor school extra aid," which is now extended to 27 schools, and the "poor schools extra aid" which is extended to 256 schools.

Medical Inspection.—During the year there were 25 centres in which some form of school medical or dental inspection or supervision was carried on. The number of medical officers was 2, both of which gave part time services; and of dental officers two, also part time. There were 17 full time and six part time nurses, 19 school clinic establishments, and 1 psychological expert. The number of pupils examined during the year was 47,372 of whom 22,372 were reported as needing treatment. One hundred of the physically defective pupils were recommended for special instruction and accommodation.

Special Classes.—A rather full report on special classes in the province is available for the year. These include: 13 nutrition classes with 150 pupils; 2 open air classes with 40 pupils; 1 class for pupils with defective vision with 12, pupils and 4 classes for mentally defective, sub-normal and retarded pupils with 80 pupils. There are 174 pupils in the institution for the blind and 127 in institutions for the deaf; 202 physically defective pupils receiving individual training; and 12 pupils are in institutions for mentally defective,

An effort to extend school privileges to all children as well as to those able to take advantage of the regular school course was put forth as early as 1882 by the Act providing support for the school for the deaf which had been founded by private benevolence in 1851; in the same year provision was made for the public support of the school for the blind founded in 1867. In 1915 reformatories were required to provide instruction to their inmates. In 1917 every child of school age in an institution for the poor was required to attend school regularly. The Superintendent of Education had for many years been calling attention to the need of special education for the mentally subnormal. Special Classes were opened for retarded pupils at Halifax in 1917 and by 1920 there were 4 special classes in connection with the public schools. The steps taken by the Province in the movement have been preceded or accompanied here as elsewhere by the activities of benevolent societies. On the list may be mentioned: Maritime Home for Girls (delinquents); Halifax Boys' Industrial Schools; St. Patrick's Home for Boys; The Monastery of the Good Shepherd; The I.O.D.E. Home (established in 1918 after the Halifax explosion for feeble minded girls). Education of a specialized nature is carried on in all these institutions.

Universities and Colleges.—During the year, 1385 students (1,044 males and 341 females) were enrolled in the 4 universities of Dalhousie, St. Francis Xavier, Kings and Acadia. The teaching staff of these universities numbered 168—163 men and 5 women. Of the students, 1,028 were residents of Nova Scotia, 43 of Prince Edward Island; 198 of New Brunswick; 5 of Quebec; 21 of Ontario; 3 of Saskatchewan; 4 of Alberta; 7 of British Columbia and 76 outside of Canada. In universities outside of Nova Scotia there were 266 students who were residents of Nova Scotia. In other words, Nova Scotia provides university education for 357 residents of other provinces or countries; while other Canadian universities provide education for 266 Nova Scotians. This of course does not take into account the Nova Scotians educated in British, American or Foreign universities. Over and above the Technical and the Agricultural Colleges which have been described above, Nova Scotia has 4 colleges of which 2 are purely theological (The Presbyterian and the Holy Heart Seminary), and 2 are purely academic (St. Mary's and St. Anne's). The number of professors in these colleges was 38 and of students, 486—all males. These, with the regular students of the provincial, Technical and Agricultural Colleges (126) amounted to 612, while there were in the later two 542 short course students. The Technical College also supervised 2,570 technical students benefitting by the Dominion Technical Education Act. Excluding the later figure (2,570) we have 1,154 registered at colleges which with the 1,385 in universities come to 2,539 students either in regular work of university grade, or short courses. Out of 909 of the college students (not university) classified by residence, 725 were from Nova Scotia; 10 from Prince Edward Island; 104 from New Brunswick; 22 from Quebec; and 48 outside of Canada. Summing up, we have in Nova Scotia universities and colleges, 1,753 students from Nova Scotia; 53 from Prince Edward Island; 302 from New Brunswick; 27 from Quebec; 21 from Ontario; 3 from Saskatchewan; 4 from Alberta; 7 from British Columbia and 124 from outside Canada. It is to be noticed that every province in Canada except Manitoba is represented in these institutions. In the matter of faculties in the universities: arts and pure science had 875 students; commerce, 18; dentistry, 64; engineering, 88; law, 118; medicine, 182; music, 5; nursing, 8; pharmacy, 29; and theology, 18. In the colleges: Arts and pure science had 103; agriculture, 75; commerce, 8; engineering, 51; theology, 108; short courses, 219; correspondence, 164; and all others, 2,722 (including 2,570 in secondary technical). The number of preparatory students in universities was 92 and in colleges, 280. The figures for both universities and colleges, then, are: preparatory, 372; arts and pure science, 978; commerce, 26; dentistry, 64; engineering, 139; medicine, 182; music, 5; nursing, 8; pharmacy, 21; theology, 126; agriculture, 75; short courses, 219; correspondence, 164 and all others, 152 plus 2,570 in secondary technical schools in connection with the technical college.

NEW BRUNSWICK.

Summary of all educational institutions.—During the school year 1921-22 the number enrolled in all educational institutions in New Brunswick was 83,263¹ of whom 77,774 were enrolled in ordinary day schools; 2,931¹ in technical schools; 358 in normal schools; 723 in business colleges; 391 in private elementary and secondary schools; 808 in universities; and 278 in Indian schools. At the same time, 29 deaf and 38 blind attended at the expense of the province at institutions situated in Nova Scotia; and 546 residents of New Brunswick attended universities and colleges in other provinces; while 283 residents of other provinces attended universities and colleges in New Brunswick. This makes a grand total of 83,593 for the year as compared with 78,326 during the year 1921, an increase of about 7 per cent.

Enrolment in Ordinary Day Schools.—As most of the data connected with the ordinary day schools have been given separately for two terms, (the first closed on December 31, 1921 and the second closed on June 30, 1922), instead of for the whole year, it will be necessary for the sake of clearness, to state that the yearly enrolment of 77,774 was made up of 70,349 enrolled during the first term, plus 7,425 new pupils enrolled only during the second term. Other particulars cannot be calculated for the whole year, consequently they are entered in the statistical tables for the long term, ended June 30th. Of the 71,346 enrolled during the second term, 35,431 were boys and 35,915 were girls; the boys showing about 400 more of an increase over the previous year than the girls; 22,121 were enrolled in cities and incorporated towns; 14,245 in other graded schools; and 34,980 in ungraded schools. The number of graded departments was 865, and of ungraded schools 1,213. Thus, there were on an average 42 pupils to a department in graded schools, and 29 in ungraded schools. Increase in the enrolment in these ordinary schools, was 4,062 or 5½, per cent over the enrolment of the previous year. It will be noticed that the relative increase in enrolment in ordinary schools was not as great as that in other institutions.

¹These include 1,541 in correspondence courses not elsewhere mentioned.

Average attendance.—The 77,774 pupils enrolled made an aggregate attendance of 10,650,942 days, or an average of 138 days for each pupil. The average number in daily attendance, during the time the schools were in session, was 51,168, or 1,560 more than during the previous year. This was 65.8 per cent of the enrolment as against 67.3 during the previous year. This decrease in relative attendance over last year took place during the second term, there being a decided increase during the first term. The second term is, strictly speaking, the winter term. The percentage of attendance for the first term ended December 31, is by far the best in the history of the province. Attendance in New Brunswick has been improving steadily. In this respect the province ranks high among the provinces of Canada.

Teachers.—The number of teachers during the second term was 2,246 in 2,061 classrooms. The classification, average salaries and experience of these may be seen in table 81. There has been a marked and steady increase during the last thirty years in the number of teachers holding certificates of second class standing or better; and a correspondingly steady decrease of teachers holding third class diplomas. It is also noticeable that there was an increase during the second term in the number of teachers continuing in the same district from the previous term, and a decrease in the number of teachers who had moved to a new district during the second term. There was also some increase shown in the average salary paid to all classes of teachers except third class female.

During the last session of the provincial Legislature, an amended Pension Act was passed, by which the maximum pension was raised from \$400 to \$800, and no minimum of less than \$250 was to be provided. There is also a disability clause providing that after twenty years of service a teacher if totally disabled receives one thirty-fifth of his or her salary subject to the foregoing provisions relating to minimum and maximum pensions for every year of service if he or she has taught twenty years or upward. The law provides that 5 per cent of the government grant per annum to teachers shall be held by the Provincial Treasurer as a pension fund. All the teachers in the service at the time of the passage of this act are eligible to participate in its benefits.

Teacher Training.—The provincial normal school had an enrolment of 358, the largest for some time. Of these, 345 attended the whole year. Over 1,000 candidates presented themselves for normal school entrance and preliminary examination for advance of class, in July, 1922. This is an increase of 35 per cent over 1921. The increase in the number attending normal school is no doubt due to the facilities offered by way of loans to student teachers possessing the necessary qualifications for admission to normal school.

Teachers' and Trustees' Institutes.—The Educational Institute of New Brunswick was held in June. Among the points emphasized was that of consolidation of rural schools. There are also in existence a trustees' association and a teachers' institute.

Secondary Education.—The number of pupils in secondary grades (IX to XII) was 2,804 during the first term and 2,670 during the second term. As was pointed out last year, there were in addition to these a large number in rural schools, who were really doing high school work but were not reported as being in these grades. Of the 2,670 during the June term, 1,604 were accommodated in grammar schools with 47 departments and 49 teachers; the remaining 1,066 were evidently accommodated in the superior schools and in other graded schools. The superior schools had in operation during the term 52 classrooms. The increase in the number of pupils in secondary grades in the second term of 1921-22, in all the schools which classify them by grade, was 400, or about 18 per cent over that of the corresponding term of the previous year. This is an indication that the pupils doing work of high school grades in the province are increasing rapidly. Since the beginning of the century, grades IX to XII pupils have increased by 72 p.c. and in the last 32 years (since 1890) by 338 per cent.

This increase has a rather interesting historical background. In 1805 the first grammar school was established at St. John, and an act in 1816 authorized one for each county. The trustees were required to admit 8 free scholars. The grammar schools were largely under church authority and many of the head masters officiated as pastors. In 1846 an Act was passed requiring an average daily attendance of 15 scholars over ten years of age, with provision for an examination and an annual report which was to be transmitted to the government and the assembly. The grammar schools were placed under the control of the Board of Education in 1861, but two schools were exempted from this act. When the free school act of 1871 was passed, the grammar school act was not repealed, but their trustees were given the option of uniting with the trustees of the districts for the management and support of grammar schools, on condition that the latter should be as free as the other schools and that the pupils of the district should be graded into them. In 1884 the separate grammar school corporations were dissolved, and their property vested in the district boards of trustees. In 1858 provision was made for one school in each parish of a higher grade than the ordinary common schools. These schools were to be known as *superior schools*, and receive a grant equal to that contributed by the district up to a limit of \$300. In 1890 the then superintendent of education drew attention to the backward state of secondary education in the province. He compared it unfavorably with the state of primary education which, he believed, was admittedly second to none in the Dominion of Canada. Some years previously he had suggested that the county grammar schools should give place to superior primary schools and that five provincial high schools be established in the most populous eligible centres. In that year (1890) there were 51 departments under the supervision of the principal of the grammar schools with an enrolment of 2,570, but of these only 577 were enrolled in the grammar school department proper, and only 320 were in high school grades. These grades were then called "standards", and consisted of three standards (IX to XI) in what was called the modern course, and four grades (IX to XII) in what was called the classical course. The first of these courses had 78 pupils, and the second, 242 pupils, the remaining 257 being presumably in the entrance grade, or what would now be called grade 8. There were also in that year 49 superior schools which had in 1890 an enrolment of 119 above standard 8, which seems to have practically the same meaning as the grade 8 of today. The chief point of the superintendent's contention seems to have been that county grammar schools were drawing grants as such, irrespective of whether they had a large number of pupils doing high school work, or whether all or nearly all were in primary grade. It was suggested that grants be scaled according to the equipment and enrolment in superior grades. In 1895 it was pointed out as an anomalous case that there was a superior school in a certain town with 91 pupils doing work above grade 8 receiving only a grant of \$250; the grammar school in the county located at a small town was at the same time drawing a grant of \$350, although it had no pupils above grade 8. This suggested that the grammar schools were situated in some cases where there were no qualified pupils, at the expense of pupils in large centres not far away, who were ready for high school work. The establishment of entrance examinations, the abolition of grammar schools which failed to reach its standard, and the establishment of high schools in popular centres were suggested as remedies.

In 1896 the Legislature made an amendment to the law relating to grammar schools to the effect of giving a grant to every teacher holding a grammar school license employed by a grammar school upon conditions: (1) that the school buildings, etc., should be up to prescribed requirements; (2) that each teacher must receive from the district at least as much as the sum granted from the provincial revenue; (3) that the number of teachers entitled to a grammar school grant should not be greater than three for every 100 pupils enrolled, after examination, in grades above grade 8. Hitherto, only the principal of each grammar school could draw the grammar school grant, and a grammar school having no high school pupils received as large a grant as one having hundreds of advanced pupils. In the year of this legislation there were found only two grammar schools prepared to profit by the increased grant. Enrolment in high school grades in that year, in grammar schools was 512. By 1898 this enrolment had increased to 862 and by 1903 to 1,019, or about double of what, it was seven years before. Since that time the increase has been fairly steady, reaching 1,604 in 1922. In the meantime the superior and other schools teaching high school work had increased their enrolment from 135 in 1889 to 541 in 1897 and about 1,066 in 1923. The grammar schools seem to have gained ground much faster than the other schools doing high school work since the legislation of 1896.

Rural School Organization.—In New Brunswick as in Nova Scotia the most important method to date in aiding rural schools is the special grant to poor districts. In New Brunswick, there are four consolidated school districts. In one of these a vocational department in agriculture was opened during the year.

Consolidation in New Brunswick dates from 1903 when a consolidated school was opened at Kingston, King's County by the union of six rural districts, and maintained for three years by the aid of funds contributed by Sir William Macdonald. Half the cost of the conveyance of the children was born by the government. Two more consolidations were ready to commence operation in 1904.

Technical Education.—The status of technical education in New Brunswick may be seen on page 119. This refers to the features of technical education which are assisted under the Dominion Technical Education Act. The following figures sum up the work of these and other technical activities during the year 1921-22.

I. Pupils in courses coming under Technical Education Act	Day Technical schools.....	255
	Evening Technical schools.....	1,135
	Correspondence.....	1,541
	Total.....	2,931
II. Business colleges (Private).....		723
III. Normal schools.....		359
IV. Technical courses of college grade.....		141

Rural school work in connection with manual training is progressing under two supervisors. An exhibit of the work done in these schools was shown at the normal school in June. Hot lunches are also a feature of the rural school. A summer school under the Vocational Education Committee was held during the summer, thus furnishing an opportunity to teachers who had not taken up work of this nature at the normal school.

In the year 1912 permission was given temporarily to the St. John Board to open an evening school for technical work. A maximum grant of \$200 was offered in aid of such a school, where the number of pupils did not fall below twenty. It was also proposed to establish an agricultural school, which would embrace industrial training, at Woodstock. This was accomplished in 1913 in the form of a rural summer school with six teachers. Also in 1913 grants were offered by the Dominion government in aid of agriculture with practical school gardening in the schools. This was followed in 1914 by provincial legislation entitling any board which provided instruction in elementary agriculture, and school gardening, to \$50 for the first year and \$30 a year thereafter; also entitling a teacher, qualified to teach such subjects, to an additional grant of \$50 if fully trained, or \$30 if partially trained, the time to be allotted to the work being one and a half hours a week. In 1919 a director of technical education was appointed.

Medical Inspection.—As may be seen in table 73, school medical inspection is established by law, throughout the province. During the year, there were six full time medical officers attached to centres, and three full time and twelve part time nurses. The number of school clinic establishments was four in the centres of St. John, Fredericton, Moncton and Campbellton. The number of pupils examined during the year was 43,790, or about 60 p.c. of the total enrolment.

In 1911 the Board of Education at Moncton asked for legislation to enable them to provide medical inspection of schools. Some steps had already been taken in this direction by St. John, and Fredericton also had the matter under consideration. The necessary legislation was passed in 1912, empowering boards of trustees to provide for the health, cleanliness and well-being of pupils; and to employ at their own expense necessary medical officers, power being given to defray any expenditure for this purpose by extraordinary assessments. As may be seen from the above figures, the inspection in 1922 was general throughout the province, and was carried out by the department of health. Moncton was also conspicuously energetic in developing a play grounds movement. In 1912 the Play Grounds Association of St. John requested that a course of training in play grounds methods be established in the provincial normal schools. New Brunswick has also taken steps in the direction of special classes. An extra grant is paid to districts employing a teacher for retarded pupils. In addition to this, a teacher qualifying as instructor of such classes is paid an additional grant.

Higher Education.—The registration of the three universities of the province was 808—674 males and 134 females. Full statistics of the personnel, courses, etc. of these universities may be seen in tables 94 to 107.

Private Schools.—The number enrolled in elementary and secondary private schools was 391—96 males and 295 females. The private schools were three in number. It will be noticed the classification of these 391 pupils is given by grade, age and sex. The table for business colleges will be found on page 163. The number of students in business colleges reporting during the year was 723—528 males and 195 females.

School Support.—The expenditure on education during the year was \$2,657,046. Of this, \$381,075 was contributed by the government, and \$2,275,971 by rate payers, etc. The expenditure mentioned includes \$30,331 in government grants to universities. The corresponding figures for 1921 were as follows:—Total expenditure, \$2,278,622, of which \$352,693 was contributed by the government, and \$1,925,929 by the rate payers, etc, grants to universities, \$25,000. For full particulars see table

QUEBEC.

Enrolment.—During the year in which the latest statistics of all educational institutions could be brought together for summarizing purposes (1921), the total enrolment excluding duplicates in all educational institutions in Quebec was 548,251 pupils and students of whom 477,944 were in Catholic and 70,347 were in Protestant institutions. The enrolment included 462,779 in publicly controlled primary and maternal schools; 54,671 in subsidized or non-subsidized independent primary schools (that is, schools which are subsidized or non-subsidized and report to the Department of Public Instruction, but are not under the control of Boards of Commissioners or trustees) and 30,801 in other institutions of learning. These 30,801 included 1,376 in normal schools, 9,033 in Roman Catholic classical colleges; 5,428 in universities, 579 in schools for the deaf, dumb and blind, 2,907 in schools of arts and trades, 5,792 in night schools, 2,069 in technical schools, 2,347 in dress cutting schools, 332 in agricultural colleges, 253 in the school of Higher Commercial studies, Montreal, 216 in St. Hyacinthe dairy school and 469 in independent schools not subsidized where classical education is given. To these might be added a few hundred in private business colleges, about 225 in Protestant theological colleges and a few hundred in other private schools which are not subsidized and do not report to the department, so that the total enrolment could be placed at considerably over 550,000. The 548,251 represent an increase of 55,218 or 11.2 per cent over the enrolment of 1917-18; 175,652 or 47.2 per cent over that of a decade previous (1907-08); and 233,524 or 74.2 per cent over that of the beginning of the century (1897-98).

Accommodation.—The 548,251 pupils were accommodated in 7,733 schools including 6,370 elementary schools, 749 model schools, 424 academies, 22 maternal schools, 14 normal schools, 21 classical colleges, 4 universities, 5 schools for the deaf-dumb and blind, 16 schools of arts and trades, 64 night schools, 6 technical schools, 26 dress-cutting schools, 3 agricultural schools, 1 school for Higher Commercial studies, 1 dairy school and 7 independent schools not subsidized where classical education is given. The total number of schools represent an increase of 282 over those of 1917-18 and 3,826 over 1867-68, but a basis of comparison is not given by these figures since schools increase in size and number of class rooms as well as in numbers. The number of class rooms in primary schools under control alone in 1920-21 was 13,274. As the number of class rooms is not very significant when it comes to secondary, superior and special education, the accommodation will, perhaps be expressed best in terms of the number of teachers. The latter, religious and lay, in 1920-21, numbered 19,704, representing an increase of 1,301 over that of 1917-18. This staff was composed of 1,749 male lay teachers, 2,939 male religious teachers, 9,364 female lay teachers and 5,652 female religious teachers.

Average Attendance.—In all institutions the average daily attendance was 424,392, or 77.41 per cent of the enrolment. This high average has been practically maintained since 1897-98 when it was 75.13. On point of percentage of attendance Quebec stands second to only one province in the Dominion of Canada.

Teachers' Salaries.—The question of salaries is relevant in the case of lay teachers with diplomas only. Figures given in the report of the provincial statistician for decades since 1897-98 show the following increases (the figures for 1898 are represented by 100 per cent and the subsequent figures as ratios of this year):

AVERAGE SALARIES.

	1897-98	1907-08	1917-18	1920-21
	p.c.	p.c.	p.c.	p.c.
Male lay teachers—				
In Elementary Schools.....	100	195	312	453
In Model and Academy Schools.....	100	137	174	254
Female lay teachers—				
In Elementary Schools.....	100	130	231	351
In Model and Academy Schools.....	100	138	211	324

Expenditure.—The expenditure on all institutions in 1920-21 was \$22,122,979 of which \$2,351,471 was contributed by the government, \$10,796,468 was raised by annual assessment, \$715,357 by special assessment, \$497,683 by monthly contributions (a fee is exacted for every child between the ages of 7 and 13 inclusive unless this fee has been abolished by a resolution of a board of commissioners or trustees¹) and \$7,762,000 by contributions of independent subsidized institutions. The total expenditure shows an increase of about 53 per cent over that of 1917-18; 330 per cent over that of a decade previous (1907-08); and 624 per cent over that of the beginning of the century (1898). The average cost per pupil enrolled in the schools has increased from \$9.87 in 1899-1900 to \$40.35 in 1920-21.

¹ This fee has been abolished in Montreal and certain other municipalities.

Primary Schools.—The primary school in Quebec is so called in contradistinction to: (1) superior schools (universities and professional colleges); (2) secondary schools (classical colleges, non-subsidized independent schools where classical education is given, and one institute of modern secondary education, affiliated with Montreal offering secondary education to girls); and (3) special schools, such as technical schools, agricultural schools, etc. The normal schools are connected with primary schools in the sense that they train teachers for primary school teaching. The primary schools reporting to the Department of Public Instruction are either (1) publicly controlled, that is under the control of Boards of Commissioners or Trustees, or (2) subsidized independent or non-subsidized independent, that is not under commissioner or trustee control. Both classes of primary schools have hitherto been divided into three grades: viz. elementary, model or intermediate, and academy or superior primary schools. As will be seen in the summary of legislation, page 67, the Catholic primary schools will after August 1923 be divided into nursery or maternal, primary elementary, and primary complementary schools. Since certain changes will then have been made in the course of studies, the primary elementary will not strictly correspond to the old elementary and model schools. The statistics of Protestant primary schools include those of the intermediate and high schools, the high school course being within the meaning of a secondary institution. In both Catholic and Protestant schools the grade of the school has reference to the grade of work *up to and including which* the school is prepared to give training, not the *exclusive grade* and training given; for example, the Protestant high school in general teaches work from the first up to the highest grade and not the high school grades alone.

In 1921-22 the enrolment in all primary schools in Quebec was 512,651 of whom 248,544 were boys and 264,107 were girls. Of these, 446,313 were enrolled in Catholic schools and 66,338 were enrolled in Protestant schools. Of the total number of pupils enrolled, 94,895 were under the age of 7; 368,521 were over 7 and under 14; 37,338 were over 14 and under 16; 10,502 were over 16 and under 18 and 1,395 were over the age of 18. The 512,651 pupils were enrolled in three grades of primary schools, elementary, model and academy schools. In the elementary schools were enrolled 277,083; in the model schools, 112,260; in the academies 123,308. Each of these three grades of schools is subdivided into three classes; (1) schools under control of commissioners (2) under control of trustees and (3) subsidized and non-subsidized independent schools. Of the 512,651 pupils 442,373 were enrolled in schools under control of commissioners, 15,607 in schools under control of trustees and 54,671 in subsidized and non-subsidized independent schools. These were divided among the three grades of schools as follows:

	Under control of Commissioner	Under control of Trustees	Independent	Total
Catholic elementary schools.....	218,022	3,456	6,508	227,986
Protestant elementary schools.....	42,779	6,214	104	49,097
Catholic model schools.....	92,998	1,217	13,910	108,125
Protestant model schools.....	2,579	1,556	0	4,135
Catholic academies.....	76,776	314	33,112	110,202
Protestant academies.....	9,219	2,850	1,037	13,106
Total elementary.....	260,801	9,670	6,612	277,083
Total model.....	95,577	2,773	13,910	112,260
Total academy.....	85,995	3,164	34,149	123,308
Total three grades.....	442,373	15,607	54,671	512,651

Maternal Schools.—The number of maternal or nursery schools (Catholic) in 1920-21 was 22 with 103 female teachers, and 4,799 pupils, of whom 2,878 were boys and 1,921 were girls. Of these schools 14 were under control of commissioners and 8 independent. Of the pupils, 4,370 were French speaking and 256 English speaking and 173 of foreign tongue. Of the teachers 65 belonged to religious orders and 38 were lay. Of the 24 schools, 11 with 3,189 pupils were in Montreal city and 2 with 750 pupils were in Quebec city while 5 of the 8 independent schools were in these two cities.

Secondary Schools.—The secondary schools in Quebec are represented by: (1) The 21 Catholic classical colleges; (2) 7 (8 in 1921-22) Catholic unsubsidized independent institutions where classical education is given; (3) by 42 Protestant high schools.

The Roman Catholic classical colleges increased from 17 in 1891-92 to their present number (21) in 1912-13: One was established in 1893 (Valleyfield); 2 in 1911 (St. John's and St. Alexandre-la-Gatineau) and 1 in 1915 (Mont-Laurier). The enrolment has increased during the same period (1892 to 1922) from 4,221 to 9,321 or 121 per cent. These institutions have been subsidized by the government since 1907-08. It will be seen in the summary of legislation (page) that a new provision for subsidizing these colleges was made in 1922. These colleges offer three classes of courses: primary, commercial and classical. By far the largest number of students (6,030 in 1922) were in the classical course which includes university work as well as what in other provinces would be considered secondary work. These classical courses were offered by all the colleges. Fourteen of the colleges offered commercial courses which were attended by 2,585 students; while 12 offer primary courses attended by 706 pupils. Of the 9,321 pupils and students 2,618 were from 7 to 14 years of age; 2,895 from 14 to 16; 2,329 from 16 to 18 and 1,479 over

18 years. These ages would indicate that practically a complete academic course—from the beginning to the attainment of a degree in arts—is offered at these colleges. Nineteen classical colleges within the provinces are affiliated or annexed (See definition page) to Laval, for the faculty of Arts only, and in 1920-21 had 1,871 students in Arts. The total enrolment in all the classical colleges in 1921 was 9,033 and it would seem that 1,871 of this number were doing work of university grade.

Superior Education.—Superior education in Quebec refers to the work of the two Catholic universities—Laval and Montreal, with their affiliated colleges—and the two Protestant universities—McGill and Bishop's College—with their affiliated colleges. The difference in the figures in tables 1 and 2 and in the summary on page 74 from the figures for universities and colleges on pages 142 to 156 should cause no confusion, since they are for different years.

In 1922 there were in faculties and schools combined with or annexed to Laval and Montreal, 331 professors, and in the schools affiliated to these institutions, 81 professors (in Polytechnic Schools, High Commercial Studies School, Agriculture Schools and one Conservatory of Music); in the 17 faculties of Protestant universities there were 501 professors. The latter included the faculty of agriculture (Macdonald College) but not the Protestant theological colleges—Presbyterian College, Montreal (7 professors and 60 students with 13 students in theology); Congregational College, Montreal (4 professors and 16 students with 4 in theology); Wesleyan Theological College (4 professors and 128 students with 54 in theology); Montreal Diocesan Theological College (6 professors and 26 students with 15 in theology).

In the 16 faculties and schools combined or annexed to the two Catholic universities were 2,111 students; in the affiliated schools of engineering, and architecture (two divisions of the Polytechnical school) Higher Commerce (Ecoles des Hautes Etudes Commerciales), and music were 1,125 students; in 28 other schools affiliated or annexed to Laval and 33 affiliated or annexed to Montreal were 4,178 students. These included 5 grand seminaries, 19 little seminaries and classical colleges, 1 superior school for girls, 2 institutes of modern secondary education, 32 convents and household science schools and 2 music schools. The little seminaries, classical colleges, institutes of modern secondary education and convents were affiliated or annexed for the faculty of arts only. In addition to those enumerated were 3 classical colleges with 123 students associated (in Quebec meaning affiliated colleges, situated outside the province) to Laval. This makes a total of 7,537 in Catholic institutions of superior education. In the 17 faculties of the two Protestant universities were 3,544 students of whom 3,464 were in McGill. This makes a total of 11,081 students in superior institutions in Quebec in 1922 as against 9,691 in 1921. Adding the four Protestant theological colleges with their total of 230 students we have 11,311 in superior institutions in Quebec in 1922.

Special Schools.—These special schools in 1920-21 included 6 technical schools ; 1 school for Higher Commercial Studies at Montreal; 3 agricultural schools; 1 dairy school; 64 night schools; 16 schools of art and trades; 26 dress-cutting or dress-making schools; the 22 nursery schools already mentioned and 5 schools for the blind and deaf-mutes, making a total of 144 schools, containing 19,294 pupils; but the 4,799 pupils of the 22 maternal schools, have already been mentioned in another connection as have also the students of the school of Higher Commercial Studies, and the 3 agricultural schools in connection with superior education.

In 1922 there were 6 technical schools with 6 principals, 1 assistant principal, 29 professors, 30 foremen and 24 other employees making a total staff of 90. In the day classes of these technical schools were enrolled 172 in the English section and 564 in the French section or a total of 736. In the night classes were enrolled 423 in the English section and 857 in the French section or a total of 1,280 making a total of 2,016. There were also 45 English and 179 French students or a total of 224 in special day courses making a grand total of 2,240 students in technical schools.

In the school for Higher Commercial Studies, Montreal in 1922 was a teaching staff of 43 with an enrolment of 277. Of these 119 were in day classes, and 158 in night classes. In the three agricultural schools—St. Anne de la Pocatiere, Macdonald College, and Institut d'Oka—was a staff of 177 and an enrolment of 593 students, 94 at St. Anne, 407 at Macdonald; and 92 at Oka. Of these students 152 were following a regular course of 4 years, 95 a practical course, 9 a partial course, 22 a winter course and 315, short or special courses (at Macdonald). Of the regular 4 year students, 40 were at St. Anne, 60 at Macdonald, and 52 at Oka. Of the 42 graduates during the year, 6 were from St. Anne, 20 from Macdonald, and 16 from Oka. The dairy school at St. Hyacinthe had 19 of a staff and 359 students. The night schools numbered during 1922, 53 Catholic and 13 Protestant with a staff of 199 teachers and an enrolment of 6,452 students. Of the total of 66 schools, 43 with 4,930 pupils were in Montreal and 8 with 505 pupils in Quebec leaving 15 schools with 1,017 pupils to other localities. The schools of arts and trades in 1922 were 13 in number with 3,319 students. The dress-cutting and dress-making schools in 1922 were situated in 26 localities and had an enrolment of 2,261 pupils. The schools for the blind were 2 in number with 128 pupils; the schools for the deaf-mutes were 3 in number with 451 pupils.

Domestic Science Schools and School Gardens.—In addition to all the above but included with special schools were 63 domestic science schools situated in 43 counties and having in 1922 an enrolment of 10,072 pupils. The enrolment in these schools has already been included with primary controlled and independent schools. The enrolment of 10,072 is an increase of 956 over that of 1921. The number of school gardens increased from 1,205 with 21,217 pupils operating in 1921 to 1,459 with 21,988 operating in 1922.

Normal Schools.—The normal schools are now 14 in number. In 1921 they had 1,377 teachers in training; in 1922 they had an enrolment of 1,389. These normal schools (except Macdonald) offer academic training as well as professional, and their courses extend over 3 years, so that what in other provinces would be considered a three years' high school course is covered. The teachers who are trained outside the normal schools and have to pass a board of examiners have to reach the same standing as that attained in normal schools.

The enrolment of 1921-22 consisted of 184 in the academy class, 553 in the model class, 558 in the elementary class and 94 in the preparatory class. Of these, 878 obtained diplomas, viz: 165 academy, 391 model and 322 elementary. Of the 1,389 students, 1,213 were Catholic and 176 Protestant, the latter, —3 males and 173 females—being enrolled in the normal school of Macdonald college. In the model schools annexed to all normal schools were 1,775 pupils who afforded opportunities for practice teaching to the teachers in training. Of the total number of 203 professors and associate professors in the normal schools, 161 were religious and 42 were lay. These normal schools received in 1921-22 a government grant of \$177,386. Their combined libraries consisted of 71,077 volumes.

Technical education in Quebec may be said to date almost from the beginning of the French Regime, as the early schools combined practical with academic courses. One of the first schools, early in the 17th century, (outside the City of Quebec, at Cap Tourmente) had in connection a model farm where the pupils while taking part in the work of the field were taught elementary school subjects. This school was attended by pupils from every part of the district. A school opened in 1882 at Roberval was probably the first school of housekeeping in the world.

Under the name of Schools of Arts and Manufacture, more than 50 free public classes have been open for a number of years in eleven towns and villages for instruction in trades, etc. Montreal had 18 of these with 900 students by 1913. The province opened the school for Higher Commercial Studies in 1910, on the model of similar institutions in Europe, for the special study of international commerce, etc. This was followed by higher technical educational institutions for industrial careers, one building for this purpose being opened at Montreal in 1911, and at Quebec in 1912. Night schools have been carried on since 1889 by the board of instruction in Montreal in the special interest of foreigners. A protestant technical and commercial high school was established for day and evening work by the Protestant Board of School Commission of Montreal. An agricultural college and a school for domestic science were also opened at Macdonald College. An agricultural college was opened at St. Anne de la Pocatière in 1859, and at Oka in 1895. A dairy school was opened at St. Hyacinthe in 1892. In 1921 an act established demonstration farms and intermediate agricultural schools. The protestant committee has one technical institution and school of arts and manufactures under its control. The Catholic school of arts and manufacture and the technical school of Quebec and Montreal are also open to Protestants.

Consolidation.—Consolidated Protestant intermediate model schools have been erected at Bulwer in Eaton township, Way's Mills in Barnston, St. Andrews East, Ascot, Hudson, Shigawahes and Island Brook.

ONTARIO.

Summary of all Educational Institutions.—During the school year last reported (calendar year 1921 for public and separate schools; school year 1921-22 for other schools), the total number attending educational institutions in Ontario was 719,870. Of these, 501,236 were enrolled in 6,280 public schools (including 436 enrolled in 5 Protestant separate schools); 83,977 in 621 Roman Catholic separate schools; 7,505 in 160 continuation schools; 22,734 in 47 collegiate institutes, 16,371 in 123 high schools; 2,533 in 24 night elementary schools; 1,635 in 11 night high schools; 5,344 full time pupils in 14 day vocational schools; 574 part time pupils in the same schools; 1,604 special pupils in the same schools; 32,545 pupils in 55 evening vocational schools; 92 pupil teachers in 4 Autumn model schools; 524 pupil teachers in 8 Summer model schools; 1,815 in normal schools; 155 in the school for the blind at Brantford; 320 in the school for the deaf at Belleville; 16,821 in 7 universities and 14 affiliated professional colleges, excluding those also registered at the universities to which they are affiliated; 7,703 in 38 private elementary and secondary schools reporting¹; 12,229 in 72 private business colleges reporting; and 3,625 in 91 Indian schools. This total of 719,870² corresponds to a total of 688,093 during the previous year.

The following table will give the increases or decreases over the previous year.

	Number of Schools		Enrolment	
	Actual increase	Percentage of previous year	Actual increase	Percentage of previous year
Public.....	73	1.2	13,145	2.7
R. C. Separate.....	27	4.5	7,096	9.1
Continuation.....	16	11.1	1,682	28.9
Collegiates and high schools.....	2	1.2	5,277	15.5
Night Elementary.....	9	56.3	964	61.6
Night High.....	20	64.5	3,776	69.8
Vocational Day, full time.....	1	7.7	2,744	105.6
Vocational Day, part time.....			333	36.7
Vocational Special.....			555	57.4
Vocational evening.....	4	7.8	5,248	19.2
Autumn Model.....	-	-40.0	-12	-15.6
Summer Model.....	0	0	93	22.0
Normal.....	0	0	369	25.5
School for blind.....	0	0	9	6.2
School for deaf.....	0	0	20	6.7
Universities.....	0	0	-1,259	-10.9
Colleges.....	0	0	575	11.4
Private schools.....	0	0	603	8.0
Business colleges.....	0	0	1,763	14.4
Indian schools.....	0	0	35	1.0
Total.....	110	0.1	30,122	4.4

¹Excluding 432 registered at the same time at private schools and universities. ²Including 215 in agricultural schools. See note 17, page 74.

When it is remembered that population increases by a very small ratio, and that consequently an increase of, say, 5 p.c. in any activity which has been going on for some time would be many times out of proportion to the increase in population, the increases during the year shown in the above table are remarkable—particularly those in the cases of the secondary pupils, the night elementary, the vocational day full time and the vocational evening. The decreases in the night high schools may perhaps be explained by the increases in the evening vocational schools.

It should be mentioned that a portion of the enormous increase in full time vocational pupils is due to the fact that 1,268 enrolled in a High School of Commerce, which school was listed with the ordinary high schools in the figures of the previous year, are included in the figures of full time vocational day pupils. When placed on the same basis as the previous year, the figures are:—

	1920-21	1921-22	Increase	Increase
Continuation schools.....	5,823	7,505	1,682	28.8
Collegiates and high schools.....	34,128	40,673	6,545	19.1
Day vocational school (full time).....	2,600	4,076	1,476	56.7

The decrease in Autumn Model school attendance may be considered as an asset, since it means that the need, and consequently the demand, for third class teachers is passing. (For statistical summary see table 91, page 135).

Elementary and Secondary day Schools.—(Public, Separate and day secondary schools). It is seen above that the total enrolment in the ordinary grade day schools was 632,123, and in the day vocational schools was 7,522. The public and separate schools had 585,213 enrolled. Of the 501,236 public school pupils, 215,585 were in rural schools, 190,082 were in city schools; 71,652 in town schools and 23,917 in village schools; these schools numbering respectively 5,548, 321, 257 and 154. Of the 83,977 in Roman Catholic separate schools, 20,166 were in rural schools; 40,957 in city schools; 21,157 in town schools and 1,697 in village schools; these schools numbering respectively 374, 135, 96 and 16. Thus, in what might be termed elementary schools in Ontario, (that is in contradistinction to organized secondary schools) there were 236,201 in rural schools; 231,039 in city schools; 92,809 in town schools; and 25,614 in village schools. These schools numbered respectively 5,922, 456, 353 and 170.

The following table will give a brief description of the increase over the previous year in elementary schools in the four different types of communities.

ELEMENTARY SCHOOLS

	Number Enrolled, 1921			Increase over previous Year			Increase as percentage of Previous Year's Pupils		
	Public	Separate	Total	Public	Separate	Total	Public	Separate	Total
Rural.....	215,585	20,166	236,201	7,911	1,396	9,307	3.8	7.4	4.2
City.....	190,082	40,957	231,039	4,097	4,008	8,105	2.2	10.9	3.7
Town.....	71,652	21,157	92,809	1,477	1,672	3,149	2.1	8.6	3.5
Village.....	23,917	1,697	25,614	-340	20	320	-1.4	1.2	-1.3
Total.....	501,236	83,977	585,213	13,145	7,096	20,241	2.7	9.1	3.6

For details see statistical tables on pages 80, 90, and 96.

It is interesting to see that the enrolment in rural schools has increased more than that in any of the three other types of schools. In the previous year the rural enrolment was 40.08 p.c. of the total enrolment; in this year it was 40.28 p.c. The apparent decrease in the village public school enrolment may have very little significance and may even be misleading, as this would have happened if some villages had changed their status and become towns during the year. The increase in the enrolment in towns includes 400 enrolled in a town which was not listed in the previous year's report.

The trend in the enrolment in elementary and secondary schools in Ontario may be seen by consulting table 4. Attention is called to the steady increase since 1904 with the exception of the war years, also the quick recovery after the war. The depression from 1899 continuing on the downward grade till 1904 is also characteristic of Nova Scotia and New Brunswick as may be seen by consulting the same table. It will be noticed that recovery from this depression was not completed in Ontario, (that is, that the curve does not again reach the level of 1899) until 1912. The rapid rise since 1904, and especially since 1918 is remarkable, and it would show still more so if it were possible to include technical and other educational activities, as well as ordinary school enrolment for the years represented.

Average daily attendance.—The average daily attendance in elementary schools during the year was 405,825; in continuation schools, 6,309; in high schools and collegiate institutes, 34,262; and in vocational full time classes 4,260; the total average daily attendance being 450,656. This represented an increase of 52,392 or 13.2 p.c. over that of the previous year. The distribution of these increases may be seen as follows.—

	Average Attendance, 1920-21			Increase over Previous Year			Per Cent of Increase		
	Public	Separate	Total	Public	Separate	Total	Public	Separate	Total
Rural.....	137,605	13,293	150,898	17,269	2,185	19,454	14.3	19.7	14.8
City.....	138,460	30,431	168,891	11,514	3,471	14,985	9.1	12.9	9.6
Town.....	52,416	15,107	67,523	5,524	1,945	7,469	11.8	14.8	12.4
Village.....	17,265	1,248	18,513	1,410	108	1,518	9.0	9.5	9.0
Total.....	345,746	60,709	406,825	35,717	7,709	43,426	11.5	14.7	11.9
Continuation schools.....			6,309			1,519			31.7
Collegiates and high schools.....			34,262			5,310			18.3
Vocational (full time).....			4,260			2,137			100
Grand total.....			450,656			52,392			13.2

It is noticeable that among the elementary schools showing increase in attendance, rural schools take the first place. As explained above, the enormous increase in the vocational full time courses is partly due to the fact that a high school of commerce (average attendance 1,117 full time) was removed from the list of high schools and placed in the list of vocational schools since the previous year. Even if the vocational schools were placed on the basis of last year, the increase would be about 49 p.c. while the increase in the collegiates and high schools would be 22.2 per cent. A yearly increase of this magnitude, especially the 31.7 p.c. increase in continuation schools, would seem to indicate the existence and operation of powerful educational agencies. A glance at table 9 shows that while the increment during the last year is greater than during the previous year recorded in the table, it is but a continuation of an increase which has been going on steadily since 1893. It is noticeable that while the enrolment has suffered rather severely, that of average attendance has gone on steadily with the exception of an arrest during the war years and a depression owing to the influenza in 1918. It is probably apparent to all that ideal conditions would make the curve of average attendance coincide with the curve of enrolment. The steady convergences of the two curves for such a long period ought to be an indication that the conditions which have been warring against regularity of attendance have been energetically attacked.

New information leading to a closer analysis of regularity and irregularity of attendance—probably the most important feature bearing upon educational progress—is given in the latest report of the Minister of Education. This consists of statistics not only of the average daily attendance and the percentage this bears to the total enrolment, but also of what is termed the “possible” percentage in daily attendance. For example, a number of pupils begin late in the school year as in the case of very young children who commence in the late spring; others begin early and leave school before the end of the year; others through illness or other causes miss a continuous period, either at the beginning or end of the year. All these are not necessarily on the register during the whole year, and their “possible” attendance is the time they are actually on the register. The possible attendance of all pupils regardless of these considerations would be of course the whole year, but usually it is considered as the time the schools were actually open, so that the average daily attendance of 405,825 in elementary schools out of an enrolment of 585,213 means that an average of 69.38 p.c. attended every day the schools were kept open while an average of 30.62 p.c. lost the whole period that the schools were kept open.

Now the percentage of actual to “possible” attendance in the same schools was 86.18. This last percentage is based upon the aggregate number of days actually attended by all the pupils as compared with the possible aggregate number of days they would have attended if they had been present every day they were actually on the register. It is clear that the pupils on an average lost 13.82 per cent (100—86.18) of the time they were actually on the register and that this represents irregularity proper.

A proof of public interest may be cited in the words of the provincial attendance officer. “A growing desire on the part of the general public to make greater use of the educational facilities now provided by improved attendance is everywhere apparent. This statement is borne out by the appointment of officers by the local school boards in territory without municipal organizations where such appointments are optional, and by appointments made by local authorities within two counties which had county officers, where no obligation rested upon the local authorities to take such action. For the year 1921, 62 made appointments, while for the year just closed the number of these school boards appointing officers increased to 99. In the counties referred to above, 13 local authorities voluntarily appointed local officers in addition to the county officers. Not only is the enrolment greater than ever before but the percentage of average to total enrolled attendance is the highest in the history of the province. There has been a total increase in the enrolment in the provincial primary and secondary schools of 29,944, in the year and an increased *daily attendance of 52,393 pupils.*”

Some of the agencies at work in improving regularity of attendance in Ontario must be invisible and subtle and incapable of analysis, *e.g.*, greater interest in education; economic conditions, etc. A great deal of the improvement however, must be directly attributed to the activities of educational authorities. It may be useful therefore to give a brief sketch of the history of compulsory regulations in the provinces.

Ryerson's scheme of an ideal school system included compulsory attendance. In 1871 the school Improvement Act required parents to utilize opportunities for free instruction of children between 7 and 12 years of age for four months in the year. In 1881, five years after Ryerson's resignation, a compulsory Act was passed making it permissive to enforce attendance of children between 7 and 13 years of age for 11 weeks in the year and to appoint truant officers to enforce this Act. In 1891 another Act was passed providing for the appointment of truant officers to enforce attendance of adolescents not over 17 years of age. In 1912 an Adolescent Attendance Act was passed providing for local officers in enforcing attendance of adolescents. This Act was amended in 1916 empowering any board to require the attendance of adolescents not over 17 years of age, and not especially exempted, at a day or night school in the municipality, a clause being inserted providing that a by-law passed by a board of education should apply only to children in public school. In 1919 two attendance acts were passed; one, the Compulsory Attendance Act, required full yearly attendance of children from 8 to 14 unless specially exempted; any child who began school before the age of 8 was to attend regularly. This Act made the appointment of an attendance officer compulsory. The other Act, the Adolescents Attendance Act, required full yearly attendance of adolescents between 14 and 16 who had not attained to university matriculation standing, unless specially exempted. Such as held employment permits were required to attend part time for 400 hours a year and the community was required to provide part time school accommodation. This part of the Act was to come in force in 1921. The adolescents who between 14 and 16 had not attended full time were required to attend part time for 320 hours a year between the ages of 16 and 18 (to come into force in September, 1922). A provincial attendance officer was appointed to begin duties in 1920. The specific duty of an attendance officer is to see that all children in the area under his supervision have the advantages of regular schooling. "Generally they have performed their duties more by tact and persuasion and by the removal of causes of non-attendance than by the use of penalties provided for by the law. In the disclosure and removal of conditions which bring about irregular attendance the officers render the greatest possible public service. Only 406 cases were reported in the whole province as having been taken into the courts in 1921-22. Some of the most valuable work of attendance officers is in the prevention of juvenile delinquency. since delinquency is often either associated with habits of irregularity of attendance, or suggested by the opportunities afforded by non-attendance. The satisfactory attendance officer may always be relied upon to render assistance in every movement which is for the welfare of children. An important duty, the issuance of home permits and employment certificates, was placed upon attendance officers by the Adolescent School Attendance Act. Before issuing exemptions an officer must know the home conditions, the character of the work to be entered upon and the educational standing of the applicant. He is also in a position to discover any special aptitude gift or bent. It is evident, then, that the officer has unusual opportunities to become a vocational guide. Home permits to fourteen and fifteen year old adolescents are granted in rural districts. Employment certificates are issued chiefly in urban municipalities. Part time courses for employed adolescents are now required by the law in urban municipalities having a population of 5,000 or over. There are in the province some 47 urban municipalities to which the part time provisions of the Act apply. From some centres come definite assurance that all adolescents are attending full time up to sixteen years of age; consequently part-time classes are not required¹. There is no doubt that another very strong contribution to the improvement in regularity of attendance has been offered by activities in Manual training and Agricultural education in the elementary schools. This feature is discussed below in connection with a review of these activities.

Age-Grade distribution.—In 1921, a beginning was made by the province in collecting statistics of the classification of pupils according to age, sex and grade. A table of such a classification in secondary schools was published in the Statistical Report of Education in Canada in 1921. A similar table for 1922 is given on page 112 of the present report and tables of age-grade and age-sex-grade distribution in city, town and village public schools are given on pages 94, 97 and 104. For the sake of uniformity and especially the saving of space in translation, the word "Grade" is substituted for the Junior and Senior divisions of each "Book". It is hoped that similar statistics for rural schools may be available in the near future.

Teachers.—The number of teachers in day schools during the year² was 16,204, of whom 12,556 were in public schools; 1,848 in Roman Catholic separate schools; 1,302 in collegiate institutes and high schools; 286 in continuation schools and 212 in day vocational schools. Over the previous year there was a total increase of 535 in the number of elementary teachers and an increase of 135 in the number of male teachers. The number of these was 1,641 or 11.39 p.c. of the whole. In the previous year they formed 10.85 p.c. of the whole. Of the teachers in continuation schools, 74.82 were women; and in the high schools and collegiate institutes 52.92 p.c. were women—an increase in the percentage of women in both classes of institutions over the previous year. The number of teachers holding second class certificates was 10,589 in 1922 as against 10,133 in 1921. The number of temporary certificates during the same period decreased by 257 or more than 20 p.c. (for full statistics of teachers by qualifications and salaries see page 130).

Teacher-training.—The training of teachers in Ontario is organized under a director of professional training. His sphere includes the college of education with an enrolment of 631 students; 7 normal schools with an enrolment of 1,815 students; and 12 model schools with an enrolment of 616 students. The enrolment in the various courses in all the teacher training institutions was as follows:—

Pedagogy course—		
Regular.....	70	At the College of Education.
Summer.....	58	“ “
High School assistant's course.....	205	“ “
Household Science course.....	18	“ “
Elementary Art course.....	23	“ “
Elementary Physical Culture.....	138	“ “
First Class course.....	331	At the Normal Schools.
Second Class course.....	1,475	“ “
Kindergarten Primary course.....	385	40 at the Normal Schools and 315 at the Summer course.
Third Class course.....	276	At the Model Schools.
District Certificate course.....	210	“ “
Other courses.....	130	“ “

¹ See Report of provincial attendance officer, 1922.

² Calendar year 1921 for elementary school, school year 1921-22 for secondary schools. The figures for secondary schools on pages 76, 80 and 130 are as on January, 1923 to enable the classification to be made in the detail given on that page; also in order to give the latest figures.

In this report, the director points out the fact that while fifteen years ago 3,500 elementary school teachers held only Third Class Certificates as against 4,600 holding higher certificates, now only 1,100 hold Third Class as against 11,500 holding higher certificates. In the last year, while only 276 were training for Third Class, 1,800 were enrolled in the Second or First Class courses. The number of male students in these teacher training courses is also increasing, 92 being enrolled in the High School Assistant's course, 98 in the First Class course, 199 in the Second Class course and 52 in the Third Class course. Since the opening of the College of Education in 1920 the registrations of High School Assistant's course had increased from 70 to 205: This college is now making a serious effort to meet the demand for advanced training in education. In 1922 it recommended 3 men for the D. Paed and 2 for the B. Paed degrees. In the B. Paed and D. Paed courses of the Summer session of the same year it enrolled 58 teachers and in the regular session 10 teachers. The total enrolment in the courses leading to these two degrees was 156.

Secondary Education.—Secondary education should not be confused with secondary schools. Table 55 on page 108 shows that there were in attendance in Ontario during the calendar year 1921 in secondary grades 1,875 pupils in urban public schools, of whom 1,575 were in cities, 80 in towns and 220 in villages. Besides these there were 3,260 in rural public schools; and 2,825 in Roman Catholic separate schools, of whom 543 were in rural schools, 2,141 in city, 93 in town and 48 in village schools. These were all in addition to the pupils in secondary schools which now exist under four names: continuation schools, providing facilities for secondary education to village and rural pupils; high schools; collegiate institutes; and day technical schools. In all institutions offering secondary education, then, there were 60,214 pupils, of whom 7,960 were in graded or ungraded "elementary" schools; 22,734 in collegiate institutes, 16,671 in high schools, 7,505 in continuation schools, and 5,344 in full time classes of day technical schools. The secondary grade pupils in elementary schools are called fifth class pupils. There are in existence special organizations called fifth classes to the number of 121 with an enrolment in 1921-22 of 1,338 pupils as against 1,001 in 1920-21. Of these, 5 with 74 pupils were in consolidated schools and 98 were in rural schools other than consolidated. As already seen, only 3,803 out of the 7,960 fifth class pupils were in rural schools, the remainder 4,157 being all but 441 in city schools. It is seen, then, that these fifth class pupils co-exist in cities with collegiate institute pupils. Five cities have fifth class pupils in public schools and 8 cities in separate schools. The fifth class includes the work of Grades IX and X and corresponds to the lower form of secondary schools, perhaps without the same facilities for taking optional subjects, laboratory work, etc. as in the secondary schools.

Of the 39,405 in high schools and collegiate institutes the following number of pupils were from families whose head was occupied as below.

	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trade	Labour	Other occupa- tions	Without occupa- tion	Total
1921-22.....	9,307	10,119	554	1,822	8,149	3,442	4,554	1,458	39,405
1920-21.....	8,118	8,583	529	1,711	7,236	2,813	3,856	1,282	34,128
Increase.....	1,189	1,536	25	111	913	629	698	176	5,277
Per cent increase.....	14.6	17.2	4.7	6.5	12.6	22.4	18.1	13.7	15.4

The distribution by age, sex and grade in the secondary institutions may be seen on page 112. Out of the 47 collegiate institutes, 4 offered courses in agriculture to 355 pupils; 20 in manual training to 3,250 pupils; 21 in household science to 3,435 pupils and 25 in commercial subjects to 1,872 pupils. Out of the 123 high schools, 17 offered courses in agriculture to 1,068 pupils; 3 in manual training to 140 pupils; 6 in household science to 333 pupils and 19 in commercial subjects to 745 pupils.

Of the 5,344 full time vocational day pupils the following number of pupils were from families whose head was occupied as below.

	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trades	Labour	Other occupa- tions	Without occupa- tion	Total
1921-22.....	1,219	203	57	79	2,008	462	798	518	5,344
1920-21.....	597	144	30	70	959	193	376	231	2,600
Increase.....	622	59	27	9	1,049	269	422	287	2,744
Per cent of increase.....	104.2	40.9	90	12.9	109.4	140	112.2	123.9	105.5

Of the 7,505 pupils in continuation schools (covering the work of grades IX to XI) (See age-sex-grade distribution, page 112) the following numbers were from families whose head was occupied as below.

	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trades	Labour	Other occupa- tions	Without occupa- tion	Total
1921-22.....	886	3,841	27	248	902	725	733	143	7,505
1920-21.....	686	2,951	30	244	657	553	600	102	5,823
Increase.....	200	890	-3	4	245	172	133	41	1,682
Per cent of increase.....	29.1	30.2	-10	16.4	37.3	31.1	22.1	40.2	28.9

It will be noticed that 3,841 or 51.1 p.c. of the pupils of continuation schools are children of farmers.

Summing up the pupils of all secondary institutions, except the fifth class pupils, we have 52,254 pupils doing work of grades IX to XII and technical work. Of these the following numbers were from families whose head were occupied as below:—

	Com- merce	Agri- culture	Teach- ing	Other profes- sions	Trades	Labour	Other occupa- tions	Without occupa- tion	Total
1921-22.....	11,412	14,163	638	2,149	11,059	4,629	6,085	2,119	52,254
1920-21.....	9,401	11,678	589	2,025	8,852	3,559	4,832	1,615	42,551
Increase.....	2,011	2,485	49	124	2,207	1,070	1,253	504	9,703
Per cent of increase.....	21.4	21.3	8.3	6.1	24.9	30.1	26.4	31.2	22.8

From this summary it is seen : (1) that out of the total number of pupils in secondary schools, 27.1 p.c. or the largest group of all were children of farmers; 21.8 p.c. or the next largest were children of parents following commercial pursuits; 21.2 p.c. or about an equal proportion were children of parents following trades and industries; 8.9 p.c. were children of labourers; 1.2 p.c. were children of teachers; 4.1 p.c. were children of other professions while 15.7 were children of other callings or without occupation. The number of fifth classes would add about 3,803 to the children of farmers in high school grade. (2) that out of the total increase of 9,703 over the year before, 25.6 p.c. was from the farmer class; 22.8 p.c. from the trades; 20.8 from the commercial; 11.0 from the labouring occupations; 1.3 from the other professions; .5 from the teaching and 18.0 from other occupations or no occupation.

The sex distribution in high school grades is a very important matter. Table 61 page 112 shows the sex distribution in secondary schools in Ontario and other provinces for which information is available for a number of years. This, it will be noticed, is for secondary schools only in the case of Ontario. The age-sex-grade table on page 104 given for the first time this year makes it possible to give the sex of the fifth classes in elementary graded public urban schools. The figures for the latest year reported as well as the figures for the previous year and the increase are shown as follows:—

	1921-22		1920-21		Increase		Per cent Increase		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	1921-22	1920-21
Public urban elementary school "fifth book".....	516	1,359	not given	not given					1,875	1,853
Continuation schools.....	3,080	4,425	2,304	3,519	776	906	33.7	25.8	7,505	5,823
High schools.....	7,284	9,387	6,102	8,605	1,182	782	19.4	9.1	16,671	14,704
Collegiate institutes.....	11,044	11,690	9,119	10,302	1,925	1,388	21.1	13.5	22,734	19,421
Vocational day full time pupils....	3,067	2,277	1,927	673	1,140	1,604	59.2	236.9	5,344	2,600
Total.....	24,991	29,138	19,452	23,099	5,023	4,680	25.8	20.3	54,129	44,404
Fifth class pupils in rural public schools.....									3,260	2,217
Fifth class pupils in all R. C. separate schools.....									2,825	2,088
All pupils of secondary grade.....									60,214	48,709
Number not given by sex.....									6,085	6,158

It would seem that the enrolment of boys is gaining considerably on that of girls. The large increase in girls in the vocational full time day courses is explained by the fact that a high school of commerce was removed from the list of high schools during the year and placed on the list of vocational schools. This school had 1,268 full time day pupils in 1921-22 of whom 381 were boys and 887 were girls. In the previous year it had 1,049 pupils of whom 299 were boys and 750 were girls. The preponderance of girls in this school throws the increase of girls in vocational schools out of proportion, but even in this school the boys increased by 27.4 p.c. as against an increase of 18.3 p.c. in the case of girls. The proportion between boys and girls would no doubt show a greater disparity if it were possible to include the 6,083 rural and separate school pupils not given by sex; but the round proportion of 85 to 100 would probably express almost the exact numerical relationship between the sexes in secondary grade in Ontario. The table on page 112 shows what a gain this means for the boys, for it seems that in one year and in one province the proportion of boys was less than one to two. That the vocational schools may in a measure be thanked for this increase may be seen from the large increase in boys in these schools, but there is no doubt that factors like the Adolescent Act and many other conditions, including public interest, have contributed.

Among the factors contributing to the general increase in enrolment in secondary schools, special mention should be made of the continuation schools. In 1921 there were 17 of these schools opened for the first time; in 1922, 26 such schools were opened. The continuation schools are divided into three classes; "C" one teacher schools (that is one teacher devoting full time to high school work), or one full time and one part time teacher; "B." two teacher schools; "A." three or more teacher schools. The development since 1918 in the growth of these schools and the passing from a lower to a higher category may be seen as follows:—

Type of Continuation Schools	Number of Schools				
	1918	1919	1920	1921	1922
C. one teacher.....	25	25	23	34	46
C. 1½ teacher.....	8	9	13	11	13
B. two teachers.....	97	101	100	102	103
A. three or more teachers.....	3	2	8	12	19
Total schools.....	133	137	144	159	181
Total teachers.....	244	251	273	297	336

This does not take into account the number of continuation schools raised to the status of high schools. In 1920, 4 continuation schools became high schools; in 1921, 3 and in 1922, 5. The normal order of development of a school seems to be as follows: A fifth class public school becomes a "C" Continuation school, then a "B" school, then an "A" school and is finally raised to the status of a high school.

Secondary education in Ontario had a beginning as early as 1797, when the home government sanctioned an educational endowment for the province and the establishment of free grammar schools. In 1807, £100 a year was assigned to each of the eight districts of the province to pay the salary of a school teacher. Five or more trustees for each grammar school were appointed to select teachers and make rules for the conduct of the school. An "Academy" was opened at Bath in 1812. In 1819 provision was made for annual promotion from the common school. An Act of 1850 was the first attempt to place under control the secondary institutions, giving trustees of common schools the right to classify the schools under their charge as primary, intermediate and high schools, or to establish a single school with three departments similarly graded. In 1855 Ryerson carried the point of transferring secondary education from the control of the university council to that of the chief superintendent of education and council of public instruction on which representatives of the university and college were to act. A grant was to be made from the grammar school fund for teachers' salaries; studies were to be prescribed by the council; the superintendent was to visit the schools; the local trustees were to engage the teacher; the fees were to be as low as possible; and education was to be purely voluntary. In 1865 an act introduced the payment of grants to the schools on the basis of attendance, and the trustees of the municipality were made responsible for raising a sum equal to the government grant. The elective system was introduced into the appointment of trustees. In 1874 obligatory assessment for contribution to high school maintenance was introduced; high schools of superior equipment were to be called collegiate institutes, and to become entitled to increased grants, and the payment of grants were to be fixed on the basis of results, not of population. In 1907 a system of secondary schools called continuation schools was established. These were evolved from Continuation classes, grade A, in the elementary schools, which as early as 1897 existed to the number of 27—20 being one teacher schools and 7 two teacher schools—and an enrolment of 1,275 pupils. These continuation schools have grown from 91 in 1907 (65 one teacher, 24 two teacher and 2 three teacher schools) with an enrolment of 3,993 pupils, to 160 in 1921-22, of which 46 were one teacher schools, 102 two teacher and 12 three teacher schools and an enrolment of 7,505 pupils. As already seen, these schools are linked from below with continuation classes called "fifth classes" and from above with high schools to which status they may be promoted on coming up to high school standards.

Rural School Organization-consolidation.—(see table 66 page 114).—As shown above and on page 80 during the calendar year 1921 there were 235,751 pupils—121,502 boys and 114,249 girls—in rural schools in Ontario. These were accommodated in 5,922 schools with 6,871 teachers—717 male and 6,154 female. Of the schools, 472 were graded—328 having two rooms, 72, three rooms, 26, four rooms and 46, more than four rooms. Of all the rural schools, 155 had school medical inspection; 26, nurse with medical inspection; 171, inspection by nurses only; and 149, dental inspection. The nurse inspection was done by a staff of 23 nurses. In the matter of special subjects taught, 48,956 pupils were instructed in agricultural subjects; 15,919, in manual training; 9,024, in household science and 583, in commercial subjects. There were 5,588 of the rural schools with libraries having a total of 1,024,487 volumes. The total expenditure in these schools was \$10,506,174 or \$45 per pupil enrolled or \$69 in average attendance.

The daily average attendance of these schools was 150,898 or 64 p.c. of the enrolment as compared with 69.38 p.c. in all public and separate schools. The percentage of actual to possible attendance, that is, the percentage of the actual aggregate number of days the pupils attended to the number of days they could have attended from the date of their enrolment, or of their reaching the compulsory age, or of their leaving school—was about 83 p.c. as against 86.18 in all the public and separate schools.

Of the 235,751 pupils in rural schools, 45,823 were doing the work of the "Fourth Book", that is of grades VII and VIII; while 3,803 were fifth class pupils; that is grades IX and X. It has already been pointed out that 10,119 of the pupils attending high schools and collegiate institutes, and 3,841 attending continuation schools, and 203 attending vocational day classes, or 14,163 in all, were children of farmers. In other than rural schools the number in 4th classes was 65,526 and in fifth classes, 4,157, out of a total of 349,462. Thus 19.5 p.c. of the rural children were in 4th classes in rural schools and 19.0 p.c. of the children including no doubt some rural children in close proximity to urban centres, were in 4th classes in urban schools. Thus the proportion ready for high school was somewhat higher among the rural than urban children. The proportion of rural school children doing work of high school grades in all secondary institutions including fifth classes, however, was about 7.2 p.c. (of a total of 235,751 + 14,163); while that of other children was 11 p.c. (of a total of 349,462 in elementary schools + 38,091 in secondary schools).

Of the 4,989 rural schools with one teacher, 4,330 were situated in counties and 659 in districts. Of all the rural schools in the province, according to the director of rural school organization, 55.3 p.c. had an average daily attendance of less than 20 pupils, nearly 13 p.c. having an average of less than 10. In the 645 schools that had an average of less than 10, the daily average attendance was 4,262. An estimate brings the expenditure per pupil in average attendance in these schools to \$182 as against \$73 on all rural schools. In 272 schools in organized centres with a daily average attendance of less than 5, the amount paid in government grants was \$19,870 or \$110.39 per pupil in average attendance; in 499 schools with an average of from 5 to 10, the amount paid was \$190,481 or \$19.30 per pupil; and in the whole 1,381 schools with an average of 15 or less, the amount was \$346,377, or \$23.97 per pupil. In all the 4,330 rural schools of the organized centres, the average amount per pupil was \$11.96. Nearly one third of all the rural schools had an average attendance of less than 15, and these schools absorbed nearly one quarter of the legislative grants.

The foregoing should give some idea of the conditions in rural schools. The solution proposed by the rural school organizer in the interests of both economy and efficiency is in the main an organization that may lead either immediately or ultimately to consolidation. The obstacles to the immediate carrying out of a scheme for consolidation on a large scale are topographical conditions and capital cost in contracting the scheme. The method suggested by the organizer is a careful survey of each county, to determine the most favourable and economical grouping of schools for consolidation. He suggests that "Provisions might be made, where consolidation is not feasible, for placing secondary school education within the reach of every boy and girl in the rural areas, with facilities for some vocational training. This might be done by: (1) a means of transportation to the present continuation or high schools; (2) by the establishment of rural or township continuation schools at strategic points where other secondary schools are not accessible, with homemaking and agricultural departments, and a transportation system. It would then be possible to establish part-time courses in a comprehensive basis for rural pupils. The regular staff would in most cases have to be supplemented by a corps of itinerant instructors for special vocational work."¹

An Act of 1899 legalized the organization of consolidated schools and one at Guelph was the first result. Up to 1919 only about eight had been established. In 1919 an Act was passed respecting consolidated schools. By this Act an existing section may be divided, and a part form a consolidation while another part may retain its identity, or unite with a contiguous school section. Union school sections may be consolidated. Grants to consolidations are not to be less than the individual units received before consolidation, and if any extra teachers are needed, grants shall be allowed as for principal teachers for each unit in the consolidation and as for assistant teachers for each extra teacher employed. By 1920 ten consolidations were in operation. In 1921 an officer of the Department of Education called "Director of Rural School Organization" was appointed. His first report should be of great interest and may be found on page 42 of the Report of the Minister of Education for the year 1922.

The stage to which consolidation had reached in Ontario in 1921 may be seen on page 113. It will be seen that there were 16 consolidations of about 60 original districts. The enrolment was 2,031 of whom 946 were transported. The average attendance ranged from 76 per cent to 97 per cent of the enrolment; 3 consolidations having an average of 76 or under 80 per cent; 7 having over 80 per cent or under 90 per cent; and 5 having over 90 per cent. The total maintenance cost was \$120,264. Eleven of the schools had high school facilities while 3 had 5 full time and 1 half time teachers for high school work; 8 had common halls; only in two cases was the salary of the teachers under \$1,000; 8 had facilities for teaching agriculture; 6, manual training; 10, domestic science; and 4, music. The longest route for conveyance was 7 miles and the shortest 1½ miles.

Agricultural, industrial and other Technical Education.—The various phases of vocational or pre-vocational and cultural work in the schools include the following activities: 1. elementary agricultural classes; 2. manual training and domestic science in the ordinary schools; 3. industrial and technical education in vocational schools; 4. work of college grades in agriculture and applied science.

¹Report of the Director of Rural School Organization, 1922.

Elementary Agricultural Classes.—During the year there were 1,672 ungraded public schools and 74 ungraded separate schools with classes in agriculture. In connection with these schools there were respectively 1,084 and 439 home gardens and 588 and 35 school gardens. In the same year there were 250 graded public and 51 graded separate schools with classes in agriculture operating respectively 105 and 51 home gardens and 145 and 23 school gardens. It will be seen that they have increased from 4 in 1903 to 2,047 in 1922; and the school gardens from 208 in 1914 to 796 in 1922. Since 1915, the number of high schools qualifying for grants have increased from 11 without plots to 30 with 27 plots in 1922. The number of pupils taking agricultural training in the public and separate schools in 1921 was 70,700; in the continuation schools 186; in the high schools and collegiate institutes, 1,423. A detailed statement of these may be seen on page 117. The school fair organizations are directly under the charge of agricultural representatives, and co-operate with teachers and inspectors. Of these there were 50 in 1922. There were 87 public and separate school inspectors who held intermediate certificates in agriculture. Courses are provided at the Ontario Agriculture College covering two consecutive summers of five weeks each. These courses were introduced in 1913, and since 1914, 166 teachers have qualified for Intermediate certificates in agriculture, 33 of these qualifying in 1922. In the normal schools, teachers in training for first class and second class certificates receive regular instruction in methods and have some practice teaching in agriculture. Twenty-three schools are affiliated with the normal schools for this purpose. Summer courses at the Ontario Agricultural College had in 1922, 471 students of whom 4 were inspectors. In the same year 118 were in attendance at summer courses at Whitby Ladies College, 33 at the Northern Academy at Monteith and 64 at the Agricultural school at Kemptville.

Manual Training and Domestic Science.—This activity is carried out by a centre system. Rooms are equipped in some central school and children from the other schools attend this centre at stated periods. In the larger schools the manual training and household science teachers take charge of their subjects throughout the whole school and spend their whole time with the pupils of the one school. Household science teachers are now being trained at the College of Education which gives one full year of training in household science to students who already hold a second class professional certificate. Courses are also given at the Macdonald Institute at Guelph, and qualifying certificates are given to students. At present there is no provision made for qualifying manual training teachers other than that made in summer schools. Training classes were formerly held at the Ontario Agricultural College. During the year, two summer schools were held in manual training and one in household science. These are held for five weeks in July and August. An experiment was initiated two years ago of holding classes on Saturdays throughout the year. Students taking these courses attend the summer school in Toronto and take Part II of the work, thus completing the course for the elementary certificate in one year. In 1919 manual training and household science were taught in 198 rural schools; in 1920, in 308 schools; and in 1921-22, in 420 schools.

In all day schools, except the vocational schools, there were 126,834 pupils, taking manual training and 79,200 household science. The distribution of these may be seen on page 116.

Industrial and Technical Education.—The activities in agriculture, manual training, and household science discussed above are in addition to what is known in Ontario as industrial and technical education. The former activities are either included with the ordinary school courses or consist of regular or short summer courses given for the purpose of training teachers for the work in ordinary schools. It is not always easy in discussing agricultural courses to differentiate between the activities of ordinary normal schools, the agricultural colleges and the various agricultural schools. It is, however, roughly accurate to state that summer courses in the various agricultural institutions, at the Saturday classes, etc., in the normal schools are for the purpose of training inspectors and teachers who are in charge of ordinary (not vocational) schools. Discussion on manual training and household science should be considered as referring entirely to the ordinary schools and the training of teachers therein. On the other hand, "Technical" education is carried on in a distinct system of schools—called technical or vocational schools. The day vocational schools are co-ordinate with the secondary schools, and all their pupils may be added to the pupils of the secondary schools. Pupils qualified to enter day high schools are admitted to full time day courses in commercial or technical high schools; pupils of at least fourth form standing are admitted to a general, special or part-time course in an industrial, a home-making or an art school, or in an agricultural high school, or to a special or part-time course in a commercial or technical high school; workmen or work women employed during the day may be admitted to a vocational evening school if competent to receive instruction therein. The vocational day schools therefore, include all day technical work except: (1) manual training and domestic science in the ordinary elementary schools and in normal and agricultural schools; (2) agricultural work in the ordinary schools and in the agricultural high schools; (3) any kind of technical work, whether agricultural or industrial, above secondary grade. During the year 1921-22 there were in the 14 day vocational schools, 5,344 pupils—3,067 boys and 2,277 girls, 2,722 of whom were admitted for the first time to a secondary school. In 4 of these day vocational schools there were 574 part time day pupils—251 boys and 323 girls. In 8 of the day vocational schools there were 1,604 special pupils—540 boys and 1,064 girls. The subjects of instruction were ordinary academic high school studies (English, History, etc.) and over 50 different kinds of practical vocational subjects. It should be noticed that among these were included housekeeping and commercial subjects. In 55 evening vocational schools there were 32,545 pupils—14,652 males

and 17,893 females. Among the interesting items of information given by the director of Technical Education is the fact that of the 32,545 evening pupils 20,963 were born in Canada; 9,038 in the British Isles; and 2,544 in other countries. The number of teachers employed were 212 full time and 60 part time teachers in day schools, and 1,075 teachers in evening schools.

The direction of vocational education includes also the training of teachers for vocational subjects. The second annual session of the summer school for this purpose at Toronto, held from July 3 to August 4, 1922, had an enrolment of 17 first year and 13 second year men, and 73 first year and 42 second year women. The second year students consisted of those who had completed satisfactorily the work of the first year given in 1921. The first year students were made up of three groups: (1) teachers of trade or technical subjects who held temporary certificates; (2) other persons with approved qualifications looking forward to teaching vocational subjects; and (3) teachers holding certificates in domestic science who wished to take the practical course in dressmaking. Attention is called to the part time courses in view of what has already been said regarding the Adolescent Act on page 27.

Forms of household science were endorsed as optional subjects in Ontario in 1894 and made obligatory in 1897. Agriculture was introduced tentatively into the course of study of the 4th and 5th classes in 1891 and made obligatory in all but urban schools in 1899, in which year commercial subjects were also given a definite status in the fifth and lower classes, and manual training was admitted as optional in the same classes. In 1902, when the grants of Sir William Macdonald for manual training had ceased, a schedule for manual training, etc., was undertaken by the government and regulations were made regarding the certification of teachers in these subjects. Under an act of 1909, directors of technical education and agricultural education were appointed. In 1911 an Industrial Education Act was passed empowering municipalities to establish schools for industrial instruction and to provide for this taxation. Shortly after, in 1913-4, provision was made for their assistance by legislative grants. By 1915 forty two had been established—only two urban municipalities of a population exceeding 800 had not established schools while most of the smaller towns which were industrial centres had taken action. There were in that year 7 day schools (4 full time industrial schools and 3 technical departments of high schools). In 1919 the province participated in the Dominion Grant for technical education. In 1921 an Act authorized provision for the education of duly admitted pupils in the following schools and departments: 1, industrial; 2, homemaking; 3, art; 4, technical high schools; 5, agricultural high schools; 6, commercial high schools. (For full statistics of technical education see page 117).

Medical Inspection.—A School Health Division under a medical director reports the existence of some twenty units (with two commencing at the new year 1923), made up of a combination of rural and urban schools, for the purpose of employing a permanent school nurse. There are now in the province 63 centres equipped with full time school Health service, employing in all 6 physicians, 12 dentists and 95 nurses.

Auxiliary Classes.—There are now in Ontario 74 auxiliary classes for physically and mentally defective children as against 43 in 1921. A regulation has recently been approved which makes provision for the formation of a training class in any school area of which the whole or part is rural and which contains more than 12 children who should be placed in a training class. Provision has also been made for the formation of training classes composed of 28 pupils with two teachers. The Department provides free surveys of all areas where school boards desire to establish training classes. During the summer of 1922, 57 teachers passed the final examination of the course for Auxiliary class teachers. A very interesting and important item of information given in the report of the inspector of Auxiliary classes points to the conclusion that the judgment of ordinary school teachers as to the mentality of pupils may be successfully used as a preliminary intelligence test. The importance of this judgment, not only as a means of detecting psychopathic cases, but as a check upon the tests themselves, will probably only be realized after the lapse of some years. The 74 auxiliary classes in Ontario include open air, ambulance; myopia; lip reading, and subnormal classes.

Certain provision for medical inspection in the schools had been made in 1907, and Toronto had adopted the system for some time. In 1914 boards of education were empowered by law to provide for medical and dental inspection. In 1918 further legislation was passed empowering medical inspection in rural schools. So far, no advantage had been taken of permissive medical legislation in rural and small urban communities except in two counties, but about all the cities had adopted the system. In the same year special regulations were made providing for medical inspection in separate schools. In 1919 the Minister was empowered to appoint officers for medical and dental inspection in public and separate schools, also to appoint and pay grants for auxiliary classes. In the same year, an order in Council provided for the appointment of a dental officer, 3 lady doctors and 3 school nurses to undertake a survey of medical and dental inspection in Ontario schools. In this year was held a summer school for school nurses. In 1920 a chief medical inspector and a chief school nurse were appointed.

An Act of 1914 provided for the establishment of auxiliary classes. A summer school was held under the department for the training of auxiliary class teachers in 1915 and another in 1919. In 1920 there were also in existence 50 other classes which were in a sense auxiliary.

Higher Education.—Besides the State University of Toronto, and its federated universities, and one college in affiliation, there are 4 other universities and 13 other colleges. In the 7 universities the number of students registered during the year 1922 was 12,724 of whom 2,764 were preparatory and 678 were duplicates enrolled in federated universities, and 2,637 were also enrolled in other affiliated institutions. These institutions however, are private secondary schools and are not included with the enrolment of affiliated colleges with the exception of 233. In the 14 affiliated, professional and technical colleges were enrolled, 5,018 students of whom 639 were preparatory. This leaves 17,724 minus 911 duplicates enrolled in universities and colleges and minus the 3,403 preparatory, or a net total of 13,428 university grade students. The expenditure during the year was \$5,159,406. The receipts were \$4,798,526 of which \$2,324,029 were Government grants and \$1,067,388 fees.

Private Schools.—The number enrolled in elementary and secondary private schools was 8,138—2,995 male and 5,143 female. These private schools existed to the number of 380. It will be noticed on page 161 that the classification of 8,138 pupils is given by grade, age and sex. The analysis of these institutions by the number of students in residence may be seen in table 103, page 157. Tables of business colleges will be found on page 163. The number of students in the thirty-eight business colleges reporting during the year was 12,229.

School Support.—The expenditure on Education during the year was \$36,739,564. Of this \$2,454,018 was contributed by the Government and \$34,285,546 by ratepayers, etc.; \$15,473,049 was expended on teachers' salaries; \$7,024,771 on secondary education, including \$3,563,079 on secondary teachers' salaries. The expenditure mentioned included \$237,000 government grants to universities. The corresponding figures for 1921 for each item mentioned were as follows: the total expenditure was \$30,626,435; of this \$1,612,837 was contributed by the government and \$29,013,837 was contributed by ratepayers, etc.; \$13,070,038 was expended on teachers' salaries; \$5,409,923 on secondary education including \$3,042,891 on secondary teachers' salaries; grants to the universities to the amount of \$771,000. Full particulars of the receipts and expenditures may be seen table 93.

MANITOBA.

Summary of all Educational Institutions.—During the school year 1921-22 there were enrolled in all educational institutions in Manitoba 151,845.¹ Of these, 136,876 were enrolled in state controlled elementary and secondary schools; 790² in normal schools; 3,507 day pupils in vocational schools; 2,295 night pupils in vocational schools; 158 in the school for the deaf at Winnipeg;³ 49 Manitoba pupils in the school for the blind at Brantford, Ontario; 2,426 in the provincial university; 1,634 in colleges, of whom 111 were also registered at universities, leaving 3,949 net total for universities and colleges; 1,928 in business colleges; 697 in private elementary and secondary schools;⁴ and 1,804 in Indian schools.

The accommodation for this enrolment was 1,936 elementary and secondary school buildings with 3,782 departments and 3,893 teachers; 5 normal schools with 11 full time and 5 part time; teachers 20 vocational schools with 45 full time and 85 part time teachers; 1 school for the deaf at Winnipeg with 18 teachers; a school for the blind situated at Brantford, Ontario, to which Manitoba pupils are sent by interprovincial arrangement; 1 industrial school for delinquents at Portage La Prairie with 4 teachers; 1 provincial university with a teaching staff of 153; 2 affiliated colleges, (Brandon College being affiliated with McMaster University in Ontario and Wesley with Manitoba University); 2 theological colleges; 1 law school; and 1 agricultural college in affiliation with the provincial university, the combined number of colleges having a teaching staff of 115; 9 private business colleges reporting with a teaching staff of 68; 6 private elementary and secondary schools reporting with a teaching staff of 38; and 46 Indian schools. (See table 2, page 81).

Public Elementary and Secondary Schools; Enrolment.—Of the 136,876 pupils enrolled in elementary schools, 126,147 were enrolled in elementary and 10,729 in secondary grades. The accommodation for these was as follows: over 3,000 elementary departments with 126,147 elementary grade pupils and about 1,029 secondary grade pupils; 95 intermediate school departments (that is schools having one teacher available for high school work) with 2,080 doing high school grade work; 38 high schools (schools with 2 teachers available for high school work) with 76 departments for high school work and 2,091 pupils in high school grades; 5 junior high schools (schools doing work of grades VII, VIII and IX) with 970 pupils doing junior high school work; 5 collegiate departments (schools with 3 teachers available for high school work thus having 15 teachers teaching high school work) with 456 pupils doing high school work; and 11 collegiate institutes (4 or more teachers available for high school work) with 4,103 pupils doing work of high school grades.

The increase in enrolment over the previous year was 7,861 or 6.1 p.c., and in secondary grades 2,078 or 24.5 p.c. (For increase from year to year in enrolment see table 4.)

Average Attendance.—The number of pupils in average daily attendance during the year was 95,433, an increase of 9,296 or 10.8 p.c. over the previous year. It will be noticed that starting from the Atlantic provinces there has so far been an unbroken series of remarkable increases in average daily attendance during the year. The average attendance in Manitoba was 69.72 p.c. of the enrolment as against 66.76 in the previous year. When it is considered that there are so many outlying districts in the province which would have a low average attendance and thus bring down the average for the whole province, a percentage of attendance of 70 is remarkably high. As average attendance is of paramount importance in educational progress, it is worth while studying the table on page 85 giving the attendance in different provinces by periods, in order to see the components which enter into school attendance in the different provinces and in the different years. It is also worth while glancing at the figures of actual and "possible" aggregate attendance in Ontario and Saskatchewan, from which can be deduced the proportion of time lost through irregularity, pure and simple, and the proportion of time lost by late entrance or early leaving during the year.⁵ In the table of day period

¹Excluding duplicates, see foot notes page 74. ²Including pupils from Saskatchewan and Alberta see item 3, page 74, also page 120. ³Gross registration, see page 136; 138 of these were evidently registered twice. ⁴See Note 22, page 74. See pages 26 and 39.

attendance in Manitoba and in other provinces it will be noticed that one of the largest items contributing to irregularity is the number of pupils attending less than 50 days; that is, less than about 2½ months. The percentages of the total enrolment attending during certain periods since 1917 have been as follows:—

PERCENTAGE OF TOTAL ENROLMENT ATTENDING

	1917	1918	1919	1920	1921	1922
Less than 50 days.....	17	16	21	19.5	15	15
50-100 days.....	15	16	22	18.0	14	12
101-150 days.....	20	21	41	22.0	19	18
151-175 days.....	26	28	2	23.0	30	34
176-200 days.....	18	17	14	19.0	19	18
Over 200 days.....	4	2	.....	0.5	2	2

The trend is unfortunately disguised by the 1919 figures which show the results of the influenza epidemic. This much, however, seems to be clear: (1) the less than 50 days group is stubbornly holding its own. Most of these are probably young children who come in for the first time late in the spring. There were 12,574 children under 7 years of age in attendance during the year. (2) The 100-150 day group, also the 176 day and over groups, have remained practically stationary. In other words the general improvement, that has been going on, has not been enough to tend to eliminate the 5 to 7 months group nor to increase the full year attendance group.

As an example of what may happen to prevent full attendance during the year may be cited the fact that there was a considerable amount of sickness in 1921-22 and that during February 284 schools were closed for different periods owing to this fact. While such explanations as "economic" conditions may be given of the general improvement shown by the other groups, there is no doubt that a large part of it must be attributed to increasing public interest in education and to the effectiveness of compulsory attendance laws. In last year's Statistical Report, it was shown that the school enrolment in Manitoba had multiplied 5.41 times since 1891; and that the average attendance had multiplied 6.93 times since 1891; while the population had multiplied only 4 times. The year 1922 brought the enrolment to 5.74, and the average attendance to 7.68 times the figures of 1891. Tables 4 and 5 will show that these increases have not varied definitely with financial prosperity or depression. Among the most important factors contributing to better attendance in recent years, as was pointed out in the last report, were: (1) school organization; (2) work among foreigners; (3) consolidation of schools; (4) enforcement of compulsory attendance laws; (5) introduction into adolescent education of manual training and vocational work. The increase in the enrolment of pupils 13 years of age or more since 1916 may be seen on page 92. The superiority in standing of pupils at the same ages in consolidated schools as compared with rural ungraded schools (shown on pages 99 and 114) indicates how far opportunity for adolescent training is affecting enrolment and regularity of attendance.

Among the factors mentioned, compulsory attendance laws hold an important place. The limits set by these may be seen in the introductory matter on page 8. There are now 194 districts employing attendance officers, an increase of 24 since last report. These officers made visits during the year to 17,922 parents.

Age-Grade-Sex.—The latest information on this subject is for the year 1921. The comparative distribution in cities, large graded, small graded, ungraded and consolidated schools, also by sex, will be found on pages 98 and 105.

The difference in the distribution between sex is particularly marked here as in all other provinces. A thorough study of the various phases in connection with school grade is made each year in the reports of the superintendent of Winnipeg Schools. This study includes, besides age-grade distribution, the following features: (1) the enrolment by sex in the different grades; (2) the enrolment by sex and ages; (3) the attendance by day periods; (4) the enrolment and average attendance from month to month showing seasonal variations; (5) the percentage of regularity of attendance in each grade; (6) the withdrawal, with destination, of pupils during the year; (7) the number promoted in each grade during the year. In his last report he showed the withdrawals, by grades and sex, each month during the year, of pupils under 14 or over 14 years of age. These items together with full reports by the medical (including oculist) and dental inspectors, and the psychologist make the reports of the superintendent from year to year a very valuable addition to educational literature. As the enrolment in Winnipeg schools is 38,198, or 28 per cent of the enrolment for the whole province, the size of the group thus studied from year to year is great enough to lead to general conclusions of great value to scientific educational students. In studying these figures since 1915 it is seen that the relative numbers withdrawing from school from year to year have materially decreased. One of the most remarkable manifestations of progress in the city school is the decrease of retardation in Grade 1.

Teachers.—The number of teachers during the year was 3,893. The proportion of male to female seems to be increasing fairly rapidly. In 1916 it was 1 to 5.1; in 1917, 1 to 4.7; in 1918 1 to 4.9; in 1920, 1 to 4.2; in 1921, 1 to 3.7; and in 1922, 1 to 3.2. First and second class teachers have increased from 1,871 in 1916 to 2,630 in 1922, while third class teachers have decreased, especially since last year, the figures for 1922 being 1,183 as against 1,296 in 1921. The number of permit teachers has decreased by 89 to 27 per cent since last year. Attention should be called to the fact that a third class certificate in Manitoba now (since 1916) requires a grade XI academic standing, the difference between a Third and a Second Class standing being merely a matter of length of professional training (See folder giving conditions under which teachers' certificates are granted opposite page 128). A departmental teachers' bureau has been in operation since 1914-15. Teachers were supplied for 776 vacancies by this bureau during the year, an increase of 385 per cent over the first year of operation.

Teachers in Training.—As may be seen in table 91, page 137, giving statistics of Normal schools, there were 652 in the 5 training schools in Manitoba during the year. Of these 69 were first class or graduate first class; 363 were second class; 220 were Third class. The number on the teaching staff in these training schools was 16. The facilities for observation and practice teaching consisted of 1 model school with 8 grades and 4 other schools.

Normal school training was provided at St. Boniface in 1882 under the Roman Catholic Board and at Winnipeg under the Protestant Board. In 1905 local training schools for the lowest class teachers were established at Brandon, Portage La Prairie, Manitou and Dauphin. Previously the special instruction of young teachers was included among the duties of inspectors. A new normal school erected in Winnipeg in 1906 provided a model school of seven grades to be used as a practice school. In 1913 the normal school session was extended from 11 to 15 weeks. A full year's normal training course was also provided to enable holders of Second or First class non-professional certificates to complete all their normal course at once. In 1919 an arrangement was made between the Prairie Provinces by which scholarship of grade XI with 33 weeks of normal training should be accepted as qualifying for a Second Class teacher's certificate valid in these provinces. In 1920 a board of reference to act as mediator between teachers and trustees in all matters of dispute was given effect by legislation. In the same year a small fee which had hitherto been charged by the teachers' bureau was abolished. The teachers' residence movement inaugurated in 1916 is proving to be very useful in helping to secure a more permanent class of teachers in rural schools. In 1921 these numbered 246 in rural districts, 42 in village or hamlets and 5 in towns. In 1910 a series of teachers' excursions were inaugurated (the "hands across the sea" movement now the "Overseas League" movement), and in three years, between six or seven hundred teachers, more than half of them being Manitoba teachers, availed themselves of this means of becoming acquainted with British institutions.

Secondary Education.—As already mentioned, the pupils in secondary grades are accommodated in elementary, intermediate and high schools, collegiate departments and collegiate institutes. Thus, out of the 10,729 pupils in secondary grades, about 1,029 were accommodated in elementary schools, and 9,700 in secondary schools which vary from intermediate schools with one teacher available for high school work to collegiate institutes with at least 4 teachers available for high school work.

Special organization for Secondary work began in 1882 when a collegiate department was established in connection with the Winnipeg schools. A similar step was soon taken by Brandon and Portage La Prairie. In 1889 intermediate departments assisted by special grants were formed to provide secondary training in smaller centres. In 1904 high schools were established at local centres where local boards could employ two teachers for purely secondary work. In 1912 an inspector of secondary schools was appointed, the work of the inspector having previously been done by commissioners. Up till 1912 there were two high school courses, one leading to non-professional teachers' certificates and taken by about 60 per cent of the secondary pupils, and the other for university matriculation. In 1913 changes were made in the course of study to enable pupils to take a combined teachers' and matriculation course. The examination of all high school pupils was taken over by the department, the university accepting the departmental standing. At the same time certain subjects in Grades IX and X were removed from the examination list and standing given in these on the recommendation of the schools. During the year 1914 the Manitoba Educational Association appointed a committee to undertake a revision of the secondary course of studies. This committee recommended that students be received into the university on a one foreign language basis instead of two. This recommendation was adopted by the university in 1919. The result of the change, (according to the report of the inspector of secondary schools), has been increased time for science, English and history, while the one foreign language can be handled more successfully. In 1918 a new step was taken at Stonewall in the establishment of a Junior High School taking up the work of Grades VII and VIII with at least Grade IX of the regular High School grades. In 1920 a second Junior High School was organized at Winnipeg. In 1921-22 there were 5 of these high schools with an enrolment of 970 pupils.

Rural School Organization.—Rural School Organization in Manitoba consists of: (1) The ordinary one room school district under a three trustee board; (2) the municipal district; (3) the consolidated district; and (4) rural graded schools not included in consolidations or municipal districts. In 1922 there was in existence one municipal district consisting of 12 original districts with 4 graded and 4 ungraded schools. There were 13 class rooms and 469 pupils, 403 of whom were in graded class rooms; these were transported where necessary, 32 vehicles being in service. There were 106 consolidations composed of 289 (and parts of 27 other) original districts. Of these 90 operated graded and 16 ungraded schools, the number of classrooms being 340 and of pupils 12,948, of whom 12,254 were in graded class rooms. Transportation was carried out with 335 vans. Of these consolidations, 9 employed a school nurse, while one agricultural specialist was employed. Other graded rural schools existed to the number of 134 with 394 graded class rooms and 15,070 pupils. Of these schools 6 employed a dental officer and 55 a school nurse. There were also 11 specialists in manual training and domestic science employed. In the province were 225 Boys' and Girls' Clubs. The regularity of attendance in the municipal districts and consolidations alone is a good justification for their existence, being 78.23 p.c. in the former and 72.74 p.c. in the latter. Certain features in connection with their age-grade distribution as compared with that in ungraded schools may be seen on page 105.

Consolidation in Manitoba requires special mention as here it has long passed the experimental stage and has evidently proved most satisfactory. This success has been of particular interest when the various obstacles in its way are taken into consideration. The movement began in 1905 when the Shane District was united with Virden, and Dawson with Holland. It seems to have been successful and satisfactory from the beginning. A special officer for organization and especially for propaganda purposes was appointed in 1912. As has been seen, consolidation is not the only movement for improving the condition of rural schools. In 1919 the first municipal superintendent of schools was appointed at Miniota. This officer corresponds somewhat with a city superintendent of schools. This movement has not yet passed beyond the experimental stage in Manitoba. In British Columbia it has existed since 1906.

Technical Education.—Under the term "Technical Education" (a term used here for want of a better, in contradistinction to "Academic Education," and not in any technical sense) care should be taken to distinguish between two kinds of activities which are almost distinct in their purposes and yet so similar in form that it is not always possible to keep their statistics separate. These are: (1) such activities as manual training and domestic science taken as cultural subjects in elementary school grades, and (2), commercial, agricultural and industrial school activities which have a vocational bearing. The distinction can not be drawn from the nature of the school in which they are taken. The place to draw it is probably at the end of, say, grade VI or VII, where no academic qualifications are required for entrance upon a course. In the upper elementary grades and the ordinary high schools they may be considered prevocational, and in the case of commercial courses, distinctly vocational; while in the night schools and special technical secondary schools in most provinces they may be considered prevocational or out and out vocational according to the age of the pupils. Indeed all night school subjects in certain provinces are considered vocational, and as such come under the Dominion Technical Education Act. In most provinces the prevocational and vocational work come under this act, with the exception of agriculture which comes under another Act.

The statistics of branches of technical education in Manitoba are given in tables 70a and 71, page 118. Attention is particularly drawn to items 1 and 6, the first giving the work with the ordinary school grade and the sixth giving the activities in school and home projects.

Technical activities of a vocational nature began very early in Manitoba. Efforts were made to give instruction in agriculture as early as 1818 in a French school opened at Pembina, and in 1829 when Angelique Nolin undertook the management of the first school for girls in the settlement, weaving was taught in addition to the ordinary branches. In 1833 an experimental school for training the natives in agriculture was founded at what is now known as St. Eustache and another in 1838, at the Junction of the Winnipeg and English Rivers. An industrial school for weaving was opened in 1828 with two teachers in charge. Among the Scotch settlers a school was opened in 1820 in which, in 1822, domestic science was taught in addition to the grade subjects.

In 1901 manual training for boys and domestic science for girls became part of the regular course in the higher elementary forms in Winnipeg schools. In 1907 evening classes were opened in Winnipeg during the winter months. In 1910 contracts were let for two technical high schools in Winnipeg. The collegiate institutes thus developed into the technical high schools providing vocational or manual training and domestic science courses to the regular high school pupils during the day and vocational courses in the evening. Agricultural courses have been encouraged in all the schools since the beginning of the century, and second class teachers in 1913 were required to take additional training at the Agricultural College. This college was founded in 1903 and had 839 students in 1921. In 1913 the province took advantage of Dominion aid to agricultural education. By 1918 evening classes were reported from 30 centres outside cities. In 1919 the province took advantage of the Act extending Dominion aid to certain features of technical education. This aid extends to commercial courses taken in the ordinary schools but not to agricultural courses.

Medical Inspection.—The table on page 120 shows that there were 7 centres in which some form of medical inspection was carried on in 1921. These were staffed by 1 full time and 3 part time medical officers, 1 full time and 11 part time dental officers, 54 nurses and 1 psychological expert. Clinic establishments existed to the number of 19 dental and 2 eye clinics. The number of pupils examined was 49,407, and 20,810 were reported as needing treatment, while 6,673 were treated.

Special Classes.—Of the pupils examined, 103 were recommended for special accommodation for instruction as being subnormal mentally. For these there were 18 auxiliary classes which during the year had 360 pupils. There were also 3 classes for pupils retarded, but not necessarily mentally subnormal, with 134 pupils.

By arrangement with Ontario the blind of Manitoba are educated at Brantford, Ontario which during the year 1922 had 49 blind children from Manitoba. The delinquents are cared for in the Industrial school at Portage La Prairie which in 1922 had 98 boys.

Medical inspection was introduced into the Winnipeg schools in 1909, and two physicians, devoting the morning session to the work, and three nurses were appointed. Upon the organization of the provincial Board of Health arrangements were made between it and the Department of Education for co-operation in the schools. The former appointed a staff of nurses to carry on an educational campaign. Arrangements were made by 1916 for a comprehensive series of lectures by medical authorities to teachers in training. In the same year the medical staff of the Winnipeg Board was increased to 24. In 1917 the Brandon School Board secured a qualified nurse from the Board of Health for physical examination of its school children, and provided for free examination of eye sight. The staff of public health nurses in the province was increased this year and visited 28 new centres examining 7,500 children, 40 per cent of whom they found with defects in vision, hearing, etc. Dental clinics were added to the Winnipeg medical inspection staff and one chief dental inspector and three or four half time practicing dentists were appointed. In 1918, 438 school districts not including cities, reported medical inspection as a regular feature. The medical staff of Winnipeg was reorganized, a dental department being created and dental classes established in four centres in different parts of the city. Dental treatment was provided free where necessary. The nursing staff was increased to 10. In Brandon, 7,907 children were dentally inspected and 1,143 treated, while about 2,500 were medically inspected by the public health nurses. In 1919 the province had 49 nurses giving full time to the work and 43,950 children were medically examined once, and 6,960 twice. In connection with the Juvenile Court a psychopathic department was established and over 100 delinquent children were psychically examined. In 1920, Winnipeg added two oculists and a specialist in intelligence tests and educational measurements to the staff. During 1921, 31,740 children were examined. Fifty nurses gave full time to the work. There were 565 special examinations for retarded pupils in Winnipeg.

During 1914 the Department made an enquiry into the number of children likely to be benefited by the establishment of a special school for subnormals. A special preparatory class for physically and mentally defective was opened in one of the Winnipeg schools. Special classes for the foreign speaking children had also been opened, also classes for older girls not sufficiently advanced to be in grades where domestic science was ordinarily given. At Brandon, in 1918, vacation classes were organized for children retarded through illness or other good reasons. "Ungraded" classes for backward children were also organized at Brandon. In July, 1918, the chairman of the executive of the Canadian National Committee for Mental Hygiene was invited by the public Welfare Commission of Manitoba to make a study of social conditions in the province with reference to the insane and feeble minded. This survey was commenced in October with the sanction and aid of the provincial government. Its recommendations are to be seen in the issue of April, 1919 of the Canadian Journal of Mental Hygiene. A Juvenile court for truants and other delinquents was established in Winnipeg in 1909 so that delinquencies which were once handled by the ordinary courts and punished as crimes are now handled by benevolent institutions and treated as defects and as cases for reformatory treatment rather than punishment. The jurisdiction of this court was later extended to cover the whole of the Eastern Judicial District of the province and a Juvenile Court was also established at Dauphin with jurisdiction throughout the Dauphin Judicial District. An industrial training school used as a reformatory was established by the province at Portage La Prairie in 1910 to which delinquent boys are committed by the Juvenile Courts and in those sections of the Province where the Juvenile Delinquent's Act is not in force, by the magistrates. A department of neglected children was established in 1909. The Home of the Good Shepherd is recognized by the Provincial Government for the commitment of delinquent Catholic girls, and the Salvation Army Industrial Home in West Kildonan is similarly recognized for the commitment of delinquent Protestant girls.

There are more than twenty agencies working in the field of child welfare within the Province and serving the interests of Dependent, Neglected and Delinquent Children. There are five Children's Aid Societies, four of which operate Homes or shelters. There are also thirteen Children's Homes and Orphanages under Voluntary management and support. In addition to the above mentioned the Government owns and administers the Portage La Prairie Industrial Training School for Boys, and the Juvenile Court Detention Home at Winnipeg. To these may be added the services rendered by Day Nurseries and Neighbourhood Settlement, and the Children's Department of Hospitals some of which carry on a custodial and adoption service. This is notably true of Grace Hospital, Winnipeg.

The Department of neglected children includes among other duties the inspection of foster homes and the supervision of newsboys.¹

Playgrounds.—In close connection with the other movements for the promotion of school hygiene should be mentioned the movements for physical drill and the playgrounds movements. Physical training was introduced at an early period and received an impetus from the Strathcona Trust Funds in 1911 as in the other provinces. The playgrounds movement originated in 1907 in Winnipeg when that city gave over the use of school playgrounds to the children of the city providing them with play instructors during vacations and holidays. This playgrounds movement is a growing one and table 76, page 124 gives full statistics of certain cities.

Higher Education.—The registration at the provincial university during the year was 2,426—1,836 male and 590 female; at the 5 colleges, 1,634—906 male and 728 female. Full particulars of the personnel of the university may be seen on page 144; of colleges on page 148. Attention is particularly drawn to table showing the different classes of colleges in the province.

Private Schools.—The number enrolled in elementary and secondary private schools was 697—191 male and 506 female. These private schools exist to the number of 6. It will be noticed on page 161 that the classification of 697 pupils is given by grade, age and sex. The analysis of these institutions by the number of students in residence may be seen in table 108, page 157. Tables of business colleges will be found on pages 163 to 165. The number of students in the nine business colleges reporting during the year was 1,928—845 male and 1,083 female.

School Support.—The expenditure on education during the year was \$13,564,824. Of this, \$1,058,292 was contributed by the government and \$12,506,532 by ratepayers, etc.; \$5,016,903 was expended on teachers' salaries. The expenditure mentioned includes \$372,128 government grant to the university, fiscal year 1921. The corresponding figures for 1921 were as follows: total expenditure, \$13,079,205; amount contributed by the government, \$822,186; by ratepayers, etc., \$12,257,019; and \$212,998 government grant to the university. Full particulars of the receipts and expenditure may be seen in table 93.

SASKATCHEWAN.

Summary of Attendance in All Schools.—During the school year 1921-22 there were enrolled in all educational institutions, 215,453². Of these 183,329² were enrolled in public and separate elementary or continuation schools; 5,627 in high schools or collegiate institutes; 2,667 in Agricultural schools under college grade; 1,779 in technical schools under college grade; 1,462 in teacher training institutes; 47 in the school for the deaf at Winnipeg; 27 in the school for the blind at Brantford, Ontario; 1,040 in universities over and above 14,778 in extra mural agricultural courses; 90 in colleges; 649 in private business colleges; 2,514 in private elementary and secondary schools; and 1,444 in Indian schools. In Saskatchewan universities and colleges there were 151 students from other provinces while in universities and colleges in Canada outside of Saskatchewan there were 734 residents of Saskatchewan.

The increase over the previous year (1921) is not so marked for two reasons: there are only six months' interval between the statistics of the two years, the 1921 statistics having been given for the calendar year 1921, while the 1922 are for the school year ending June, 1922. This fact brings up several interesting points which may be studied by comparing the statistics of the two years given side by side for each type of schools (see pages 95, 100 and 105).

¹See legislation page 70.

²Of these 5,015 pupils were reported too late to be included in the various tables of classification for the province.

Publicly Controlled Elementary and Secondary Schools.—The 183,941 enrolled in publicly controlled elementary and secondary schools (exclusive of 5,015 pupils mentioned in the footnote) were distributed among the various types of schools as follows: 98,643 in rural ungraded schools, 3,618 in rural graded other than consolidated schools, 3,817 in consolidated schools; 21,338 in city schools; 19,973 in town schools; 30,925 in village schools; 994 in high schools; 4,633 in collegiate institutes. The total number of public elementary school districts was 4,522 with 173,899 pupils; of separate elementary schools was 22 with 4,409 pupils (see table 2, page 81).

Average Attendance.—The average daily attendance in 1922 in public and separate schools was 115,253, and in secondary schools 4,469 or a total of 119,042, as against 117,391 in the calendar year 1921 and 106,997 in the calendar year 1920. The percentage of attendance forms 64.63 p.c. of the total enrolment as against 63.73 in 1921 and 61.4 in 1920. The change in the school year, with the short interval of six months between statistics, affords an excellent opportunity for a study of regularity of attendance. As mentioned in last year's report, Saskatchewan has introduced a method by which a closer study of attendance may be made than by means of ordinary averages and percentages. The actual aggregate number of days attended by all pupils is ascertained, also the possible aggregate attendance on the basis of the dates from which the pupil entered school during the year until the date of leaving school. As has already been seen in the case of Ontario, which this year has introduced the same method, the time lost by pupils during the "possible" period might be considered irregularity pure and simple, occasioned by such conditions as short illness, weather conditions, carelessness, etc.; while the time lost out of the whole school year, or out of the time the schools were actually open, would be the time lost from all causes including lateness in beginning, early leaving, and long illness. Assuming that the percentage which the average daily attendance forms of the total enrolment is on the basis of the time the schools were actually open (and does not take into account the time lost by schools not opened throughout the year) we deduce the following (for public and separate schools only):

$$66.91 \text{ p.c.} = 100 \times \frac{\text{Actual aggregate number of days attended.}}{\text{Total aggregate possible on basis of time schools were actually open.}}$$

$$83.9 \text{ p.c.} = 100 \times \frac{\text{Actual aggregate number of days attended.}}{\text{Possible aggregate number of days attended on basis of time pupils were actually on register.}}$$

Therefore, the "possible" aggregate on basis of registration is 79.7 p.c. of the total time the schools were open. This percentage subtracted from 100 or 20.3 is the percentage of the time schools were actually open which was lost by pupils through lateness in beginning school and early leaving, etc. This includes the case of very young children who begin late in the spring.

But (100—66.9) or 33.1 p.c of the time schools were kept open was lost from all causes.

Therefore 12.8 p.c. was lost through irregularity while the children were actually at school.

On this basis a comparative study of the different types of school may be made as follows:—

	Rural schools	Village schools	Town schools	City schools	All schools
Per cent of average time schools were open lost from all causes.....	39.14	31.99	26.22	26	33.1
Per cent of average time schools were open lost while pupils were actually on register.....	14.94	9.77	9.1	11.25	12.8
Per cent of average time schools were open lost through lateness in beginning, early leaving, etc.....	24.20	21.22	17.1	14.75	20.3
Average number of days (while schools were open) lost by "irregularity" while on register.....	28	20	18	22.5	24
Average number of days (while schools were open) lost by late registrations, early leaving, etc.....	45	43	34.5	29.5	38
Average number of days schools were open.....	187.7	204	200	199.9	189.3

The points brought up by the above figures should be of some value. It is noticeable: 1. The time lost by what may be termed irregularity pure and simple is not more than one half of the time lost by pupils late in entering school during the year, or early in leaving. There is little doubt that a large part of the latter consists of young children who commenced early in the spring. Table 19 shows that 17,429 of the 184,000 children in Saskatchewan in 1921-22 were at the age of six years or under. That "irregularity" is relatively small in villages and towns, and large in rural and city schools, is easily explained.

Grade, Age and Sex.—The pupils in elementary and secondary schools in Saskatchewan were distributed by Grade as follows:—

—	Kind	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Boys.....	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	93,587
Girls.....	997	22,326	10,640	11,828	11,969	8,746	7,064	4,247	6,116	2,884	1,670	1,449	292	90,228
Total.....	1,977	47,796	22,336	24,519	24,474	17,964	14,203	8,372	11,460	5,121	2,782	2,299	512	183,815

The ages of the pupils enrolled can be compared for calendar year 1921 and the school year 1921-22 as follows:—

—	Under 5	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 and over	Total
1921.....	170	3,827	14,369	21,327	21,733	20,555	19,386	17,948	17,311	16,689	13,514	8,067	4,819	2,673	1,293	592	212	334	184,824
1922.....	130	3,178	14,121	21,877	21,788	20,659	19,872	18,053	17,359	16,283	13,348	7,974	4,464	2,424	1,230	525	223	308	183,815

The average (median) grade at each age may be compared for the same years as follows:—

—	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1921.....	1.36	1.51	1.78	2.24	3.33	4.17	4.88	5.79	6.5	7.57	8.40	9.07	10.26	11.02	11.33	11.43	11.30
1922.....	1.39	1.49	1.65	2.29	3.01	3.84	4.73	5.51	6.33	7.02	8.48	9.11	10.11	10.7	11	11.34	11.33

The percentage distribution at a certain age was as follows (13 years of age, is chosen here, as the distribution of lower ages is vitiated by the number of pupils coming in for the first time, and of later ages by pupils dropping out of schools).

Percentage of the total number at the age of 13 in each grade.

—	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Med. grade
1921.....	1.8	1.9	5.7	12.6	16.6	19.2	15.5	19.9	5.8	0.9	0.1	.....	100	6.5
1922.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	.....	.....	100	6.33

The comparative attainments of boys and girls at the same age (13) in 1922 may be seen as follows. (This shows the difference between the two sexes in a more marked manner than appears from any single average.)—

—	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Med. grade
Boys.....	185	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	.....	8,346	6.01
Girls.....	221	171	479	998	1,340	1,719	1,259	1,482	324	40	4	.....	7,937	6.03

The comparative distribution of rural, villages, towns and cities elementary grades may be seen as follows at the same age (13).—

—	I	II	III	IV	V	VI	VII	VIII	Total	Med. grade
Rural.....	241	337	850	1,687	1,987	2,114	1,321	1,262	9,799	5.9
Village.....	38	44	107	286	432	529	365	571	2,372	6.5
Town.....	12	29	82	144	302	451	184	360	1,564	6.4
City.....	15	19	44	100	230	390	526	285	1,609	6.9

The percentage of beginners in Grades I and VIII at each age may be seen as follows: (Taken from samples of 19,081, in Grade I and 5,057 in Grade VIII.)

Grade	5 and Under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
I.....	18.5	32.2	30.3	10.4	3.4	1.7	1.3	1	0.5	0.4	0.4	0.1	0.5	.03	.03	100
VIII.....						0.4	2.3	12.6	2.3	29.5	16.7	6.6	2.8	0.7	0.7	100

The tables from which the above abstracts have been made may be seen on pages 95, 100 and 105. They present peculiar interest as they show the exact distribution of all the pupils (with the exception of a number whose ages and grades were not specified) in the third largest province in Canada, by sex as well as by types of school. The comparison between the calendar year 1921 and the school year 1921-22 is of a special interest as it represents the change in half a year and the effects on distribution of the change in the school year from the calendar year to the year ending with the summer holidays. The age of 13, for example, has, without a doubt, a different meaning in 1922 from what it had in 1921. The greatest difference would be caused by the fact that the pupils reported in June would be at the end of the grade while those reported in December would be four months from the beginning of the grade. In this way the age of 13 in 1922 should more properly be compared with the age of 12 in 1921 and the improvement should show progress made by those at the age of 12 between January and June. Such a comparison may be made as follows:—

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Calendar year, 1921. Percentage of total at the age of 12 in each grade.....	2.7	3.7	9.4	19.5	21.6	20.7	11.6	9.2	1.5	0.1	100
School year, 1921-22. Percentage of total at the age of 13 in each grade.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	100

Teachers.—The number of teachers in 1922 was 7,225—1,970 males and 5,255 females. Of these 4,690—1,411 males and 3,279 females were in rural schools; 2,333—454 males and 1,879 females—were in urban elementary schools; and 202—105 males and 97 females were in high schools and collegiate institutes. The classification and salaries of these may be seen in table 86, page 132.

In 1920, 1,047 were newly licensed; in 1921, 1,503. The proportion of the teachers receiving their academic standing outside the province is regularly decreasing. In 1920, fifty per cent received their high school and normal training outside the province; in 1921 only 43 p.c. were thus trained. The improvement in the classification of teachers may be seen from the fact that while in 1914—a high water mark year in many respects connected with education—the proportion of third class teachers to first and second was 1 to 1.09; by 1920 it was 1 to 1.99. The proportion of male to female teachers which had decreased rapidly with the settlement of the province and the growth of the educational system, and especially during the war, reaching the low point of 1 to 5 in 1918 has since the latter date been increasing year by year, so that in 1920 it was 1 to 3.6; in 1921, 1 to 3.03.

Teacher training.—The number of teachers in training during the year 1922 was 1,462. Of these 181 were training for first certificates; 297 for second; 491 for third class; 73 at normal school for third class limited as well as 310 at short local sessions of two months at six points. Students admitted to these short sessions held academic certificates of at least second year high school, and on successful completion of their course, received third class certificates valid for one year (see folder on certificates of teachers facing page 128.) Presumably these short sessions and limited certificates are only a temporary expedient and will disappear as soon as the supply of regularly trained teachers is equal to the demand. The two regular normal schools are situated at Regina and Saskatoon. In connection with one of these is a model school with 8 grades. In all teacher training institutes there are 10 schools for observation and practice teaching with 8 grades each. A very important feature of the normal schools introduced in 1921 was the training of student-teachers in school hygiene by an experienced nurse. The importance and possibilities of this step are probably difficult to estimate at present. It is difficult to set limits to the possible contributions of teachers of the future to science, now that in addition to training in pedagogy, we find them in one province or another receiving training in the practice and science of school health, and child psychology; and with the tremendous opportunities for applying the skill acquired by this training. As an additional feature in teacher training should be mentioned the teachers' conventions of which 42 were held during 1921; with 2,055 in attendance. Perhaps one of the most important features, however, is the case of the 129 teachers in university summer schools. The manner in which this movement is growing is discussed on page 62.

Teacher training in Saskatchewan began in 1889 when professional instruction was given in the Union School at Moosomin. In 1893 a normal school was opened at Regina. In 1912 a second normal school was opened, this time at Saskatoon. In 1917 the university took over the Summer School for Teachers, the department paying the return railway fare and bearing a portion of the cost of instruction of teachers satisfactorily completing a course leading to a diploma. In 1918 a teachers' exchange was organized by which teachers and trustees were placed in touch with one another¹. By 1919, 735 teachers were placed by means of this exchange. As already mentioned, in 1921, a school nurse was attached to the staff of each normal school.

Secondary Education.—The number of pupils in high school grades reported during the year was 10,710—4,414 boys and 6,296 girls. Of these 4,798—2,032 boys and 2,766 girls—were enrolled in high schools and collegiate institutes; 1,037—448 boys and 589 girls—were enrolled in rural schools; 2,578—1,037 boys and 1,541 girls—were enrolled in village schools; and 2,297—897 boys and 1,400 girls—in town schools over and above the town school pupils accommodated in organized high schools or collegiate institutes. Apparently this is a decrease from last year's figures, but it is not so in reality. The former statistics for the calendar year included two sets of high school pupils: (1) those who had begun in the September before the beginning of the calendar year and were finishing in June of the calendar year; (2) the same or a new set of high school pupils beginning in September of the calendar year and finishing in the following June. Table 44 in last year's report showed the large percentage of the secondary school pupils who were non-residents. In many cases these would change schools at the beginning of each September or for some other reason would be counted twice. In any case, the calendar year had two groups of high school grade pupils, while the school year has only one. The high school grade pupils outside of high schools were 5,916 in 1922 and 6,945 in 1921; the high school grade pupils in high schools were 4,798 in 1922 and 5,807 in 1921.

A matter to be emphasized especially to other than Canadians is the fact that while secondary institutions so named (high schools² and collegiate institutes) exist to the number of 21 with 202 teachers—105 males and 97 females—they represent opportunity for a better training in secondary course and not a separate system of education. In Saskatchewan as well as in most other provinces, there is no real break between the elementary and secondary schools. The government examinations for entrance into high school have no doubt been contributing to bring about a break between the actual numbers enrolled in Grade VIII and Grade IX (the first year of high school work), but their purpose has been entirely to ascertain who was capable of handling the work of secondary grade, and also to serve as a means of giving a pupil a certificate of standing after a certain number of years at school. The break caused by these examinations was brought about not so much perhaps by elimination of the unfit as by a psychological process. They served as a landing place—at first for trustee boards, and even for a province, in providing opportunity, and secondly for the pupils themselves as a point at which they might leave school. The effect of this may be seen from the case of the one province in Canada which has not taken these entrance examinations seriously, in the fact that it has had almost as many enrolled in Grade IX as in Grade VIII for some years. A study of the results of entrance examinations (see page 109) in Saskatchewan, for example will show that there were only 22 p.c. of the candidates in Grade VIII who failed in 1920 and 19 p.c. in 1921—a moderate proportion—no greater perhaps than the proportion failing to pass from one elementary grade to another. In spite of this, in the same years, there were 10,937 and 12,921 respectively enrolled in Grade VIII as against 4,522 and 5,709 in Grade IX; that is, the number in the first year of high school was considerably less than half of the number in Grade VIII. The actual number enrolled in Grade VIII in 1920 was 10,070; the number of these who passed the entrance examinations or were promoted by recommendation in 1920 was 3,411 while 1,840 failed. The number in Grade IX in 1921 was 5,709; of whom a certain number no doubt were repeaters and others duplicate enrolments. Even assuming the latter, it is clear that of those who really completed the work in Grade VIII most attended high school. There was a balance, however, of 6,659 of whom 1,840 had failed to be promoted. The remaining 4,819 must have been: (1) duplicate enrolment; (2) pupils who had been promoted into Grade VIII too late in the year to have completed the grade before the end of the year; or (3) pupils who left school before the end of the year. The number in all three is large—almost one-half of the whole—but it goes to show that very little of the break between the elementary and high schools is due to failures at entrance examinations. A still further elimination of the effects of entrance examinations is no doubt being brought about by the practice now prevailing of passing pupils from Grade VIII on the recommendation of recognized schools instead of as a result of provincial entrance examinations. In 1921, 3,694 passed as a result of examinations while 1,284 passed upon recommendation. A comparison of the proportion between Grade VIII and Grade IX from year to year, or as between provinces, would be entirely misleading, however, since these proportions are strongly affected by rates of increase of school enrolment. The natural increase in Saskatchewan is one of the greatest in Canada, and consequently the rapid increase in school enrolment would naturally be from the bottom, so that the proportion in a lower grade would be greater than in a province with a stationary population.

Although the secondary institutions present special opportunity for completing a system of education which is really without break from Kindergarten to the first university year, it should be emphasized that a great deal of the secondary work is done in continuation schools which are

¹During the year 1921-22 the teachers' exchange was transferred to the Business and Professional branch of the Bureau of Labour and Industries.

²In Saskatchewan a "high school" is defined as an institution organized for secondary education within the limits of a town or city.

not called high schools. These continuation schools are to be found in nearly all villages and towns which have not high schools or collegiate institutes. Any graded school—and for that matter, ungraded school—undertakes high school work if the teacher is sufficiently qualified, and in graded schools in villages and smaller towns, the principal, who is generally either a University graduate or holder of a first class certificate, teaches the high school grades. The province encourages this continuation work by providing a grant to "elementary" schools maintaining departments exclusively for pupils above Grade VII. This has resulted in an increasing number of well conducted continuation schools with principalships offering salaries of \$2,000 to \$3,000 a year. As a further link between elementary and secondary education it should be noticed that in the collegiate institutes Grade VIII is taught as well as the High School Grades. In 1922 there were 829 such Grade VIII pupils over and above the 4,798 high school grade pupils.

Although the province as a province dates only from 1905, provisions for high school work were made and carried out as early as 1888, and a year later a "union" school uniting high and common school work was opened at Regina. The regulations required that the principal should hold a university degree and should receive a salary not over \$1,800. No separate provisions were made for high schools until 1907 when the province passed a secondary education act which provided for collegiate institutes and high schools to be managed by high school boards and supported by special assessment. The secondary schools received a supplementary revenue from a tax of one per cent per acre on land, and in consequence, pupils from rural school districts were exempt from all fees, although a resident of a high school district might be required to pay fees up to one dollar per month¹. In 1907 six high schools were organized with about 300 pupils. In 1921 an amendment to the secondary education Act provided that in the case of high school districts making provisions for instruction of Grade VIII pupils, thereby requiring additional teachers, grants should be payable for one additional teacher at the rate of \$4 per day, but for every additional teacher (over and above one) rendered necessary by Grade VIII, grants should be payable in accordance with the provisions of the School Grants Act, an average attendance of 35 pupils in Grade VIII being regarded as a school in determining the number of additional teachers necessary, and the amount of the grants to be paid. As a matter of fact Grade VIII pupils had been taught in some of the collegiate institutes for some years. As already mentioned, in 1921 an amendment to the School Grants Act provided for larger grants to elementary schools maintaining departments exclusively for pupils above Grade VII.

Rural School Organization.—During the calendar year 1920, ten large or consolidated school districts were organized, of which 2 were disorganized in 1921, 3 new ones being established. This made a total at the end of 1921 of 39. In 1922 there were 39 consolidations or "large" school districts, of which 36 were graded and 3 ungraded. The number of classrooms was 108 and of pupils 3,936, of whom 3,833 were in graded classrooms. The average attendance was 2,765, or over 70 p.c. of the enrolment. Transportation was carried out with 189 school vans and 49 other vehicles. In connection about 25 school gardens were operated and 5 Boys' and Girls' clubs were organized. It should be noticed that these consolidations are of a somewhat different type from ordinary consolidations. Some of them may be originally organized as "large districts" and not as an amalgamation of small districts. The area of existing districts range from 38½ square miles to 76 square miles. In addition to these consolidations were 46 rural graded schools with 99 classrooms and 3,618 pupils with an average attendance of 2,130, or a somewhat smaller percentage than that of the consolidations where pupils were conveyed. Thus it will be noticed that at least 53 p.c. of the pupils of Saskatchewan were in ungraded rural schools. There were 106,072 in all rural schools in 1922 with 4,690 teachers, 1,411 male and 3,279 female. The average attendance was 63,819, or 60 p.c. of the enrolment, as compared with 67 p.c. in village schools, 74 p.c. in town schools, 73 p.c. in city schools and 70 p.c. in consolidations. The other activities for furthering rural education can be better discussed in connection with agricultural education, and especially with tables 68 to 71, pages 116 to 119.

Consolidation was introduced in Saskatchewan in 1913 when legislation made provisions for the creation of large districts with an area of not less than 36 and not more than 50 square miles, and the consolidation of existing small districts into large districts. Provincial grants equal to one-third the cost of conveyance were provided. Nine large districts were organized during the year. In 1914 legislation attempted the solution of the difficulty of bringing education to and securing regular attendance in communities which had too small a number of children to entitle them to full grants. It was made lawful to organize school districts where there were 4 and less than 10 children of school age and to provide for the conveyance of such children to neighbouring districts with which arrangements could be made, the new districts thus coming in for the conveyance grant for consolidated schools. In 1915, it was made obligatory for pupils in districts with too small an attendance to operate a school to be sent to neighbouring districts². Of the consolidations in 1922, 10 were organized in 1920, 2 were disorganized and 3 organized in 1921.

Technical Education.—As already discussed in connection with Manitoba, technical education in this report includes vocational and prevocational work proper and also the activities for cultural purposes in agriculture and manual training carried on in the elementary schools. In 1921-22 Saskatchewan had 4 institutions in which manual training, and 3 institutions in which domestic science, was carried on with the ordinary school grade. These had respectively 808 and 1,042 pupils with 6 and 14 teachers. Over and above these and not in connection with the colleges and university, but in special technical schools, were 3 institutions offering industrial training, 2 offering home economics, 3 commercial courses, and 1 evening school not otherwise specified. These had respectively 34, 5, 15 and 6 teachers and 480, 102, 232 and 80 pupils. Short courses at universities and colleges were offered as follows: 4 intra mural classes in agriculture with 10 teachers and 235 students, and extra mural classes with 11 teachers and 14,778 students; 194 meetings in courses in home economics, and 2 commercial courses with 2 teachers and 9 students. Technical work of college grade in regular courses offered at the university and technical or agricultural colleges was offered as follows: agricultural courses with 155 stud-

¹The supplementary revenue act has now been repealed and no fees are chargeable in high school districts.

²The precise purport of the Act was as follows: A district might be formed in a certain area if there were between 4 and 9 children of school age within this area. If this number were too small to warrant the erection or operation of a school, the children would have to be conveyed to another district.

ents; industrial courses with 454 students; home economics with 2 students; commercial courses with 27 students. In connection with school and home projects there were 100 school gardens operated by 10,000 pupils and 1,500 home gardens operated by 2,500 pupils. The number of Boys' and Girls' Clubs was 54 with 1,330 boy members and 1,207 girl members. School fairs were carried out during the year to the number of 206 with 30,570 pupils exhibiting (see table 68, page 116.)

School agriculture is carried on under the direction of a director in charge of the School Agriculture Branch of the Department of Education. The work includes the activities of such organizations as: (1) Rural School Associations; (2) School Exhibitions; (3) Boys' and Girls' Clubs; (4) Better Farming Trains; (5) Teacher Training in Agriculture; (6) Lantern Lectures; and (7) Circulars. The Rural Education Associations may be considered as a parent or covering organization in relation to the other activities. These are organized under a board of directors consisting of officers of the association representative of associated schools and affiliated organizations. This board consists of a president and secretary-treasurer and 4 vice-presidents in charge of special fields as follows: (1) chairman of school exhibition department; (2) chairman of Boys' and Girls' Clubs department; (3) chairman of play and athletic department; and (4) chairman of community programme department. During the year 1921 the total in good standing was 186, as compared with 153 in 1920, and 118, 83, 57 and 38 in each of the four previous years. The activities of the association in 1921 were as follows: 160 school exhibitions; 2 exhibitions at agricultural society fairs; 2 other school exhibitions; 48 boys' and girls' clubs; 6 lantern slide lectures; 4 organized sports days. The number of school exhibitions and boys' and girls' clubs in 1922 has already been given. The projects of the clubs included calf, pig, sheep, colt and poultry raising, gardening, canning, stock judging and other projects including manual training, sewing, etc. Besides these there were activities in farm boys' corps and preparatory short courses and tree planting. A "Better Farming Train" runs over the Canadian National railway. This train in 1921 stopped at 65 points and a total attendance of 11,224 pupils was registered. A series of talks on school agriculture is given at the local sessions for teachers training and the provincial normal schools. A lantern slide library is in existence, and during 1921, ninety-three organizations were supplied, 24 loans were made, and 432 lectures given to an audience of 17,108 children and 12,479 adults. Eight circuits consisting of four or more points each were organized. The Household Science Branch of the Department of Education reported three new developments in 1921, viz., evening vocational classes, canning clubs, and nutrition work in elementary schools. The evening classes in 1921, amounting to the number of 28, were held at four centres, with an enrolment of 348 and 20 teachers. The canning clubs consist of demonstration to, and teaching of, members of Boys' and Girls' Clubs. The nutrition work in connection with domestic science consists of instruction as to standards of health (weight, etc.) and how these may be attained or promoted by proper cooking, etc. The domestic science officials spend a part of the summer in visiting rural schools, and are active in connection with school fairs, conventions and short courses. These short courses are offered by itinerant teachers. In 1919, 15 of such short courses were given, 24 in 1920, and 27 in 1921. In 1921, 3,611 pupils were in attendance. Teacher training courses are held at the teacher-training institutes, and a one-year course in household science is held at the university for the purpose of training itinerant teachers. A summer school for teachers held at the university in July is also operating in connection with this work.

The activities in agriculture properly began with the first school exhibition in 1909, the movement assuming a province wide character in the following year. In 1914 it was decided to appoint directors of school agriculture, household science and teacher training in agriculture at normal schools and to institute extension work by the directors at teachers' institutes and short courses in agriculture and domestic science at the university or normal schools, etc. In 1915 an Agricultural instruction Committee was appointed to direct the policy of the Department in Agricultural education, and in 1916 the courses in agriculture in public and high schools were revised. The rural educational association developed in 1915 and first functioned in 1916, in which year also saw the beginning of boys' and girls' clubs. In 1917 the university for the first time offered a number of short courses entitling to credit for degrees and took over the summer school for teachers, the department paying the railway fare and bearing a portion of the cost of instruction of teachers satisfactorily completing courses leading to a diploma. The development from the year of their origin in certain activities may be seen as follows:—

Year	Educational associations in operation at the close of the year	School exhibitions	Clubs members	Short courses attendance
1914.....		14		
1915.....		42		
1916.....	38	84	originated	
1917.....	57	129		
1918.....	83	175		
1919.....	118	207		1,457
1920.....	153	260	1,304	2,919
1921.....	186	280	6,217	3,611
1922.....		206	2,537	15,013

In 1919 the Technical Education Act was passed by the legislature providing for day school or classes for the purpose of training both adolescents and adults. The establishment and management of such schools was placed in the hands of a vocational committee of ten members of whom 3 were to represent employers and 3 employees wherever the institutes were situated.

Medical Inspection.—During the year there was 1 provincial director for medical and dental work in rural, village or town schools and 6 local centres. One part time medical officer, 2 full time dental officers and a provincial staff of 12 full time nurses and a local staff of 8 full time nurses, also 1 part time nurse, were engaged in the work. There were 45,271 pupils examined by the provincial staff and 16,913 by the local staffs or a total of 62,184. These reported 43,222 as needing treatment while 13,221 were treated by the various staffs.

Special Classes.—To date there is 1 special class for mentally subnormal pupils and 1 for retarded but not necessarily subnormal pupils. The latter has 20 pupils. (See table 74, page 120.)

The deaf of Saskatchewan are educated at provincial expense at the institution for the deaf in Winnipeg; the blind by a similar arrangement, at Brantford, Ontario. The number of deaf pupils in 1922 was 47; of blind 27.

In the year 1914 arrangements were made to open a school for the deaf at Regina, the deaf of the province having previously been sent to Winnipeg, the government paying a per capita fee to the government of Manitoba. The school was opened in 1915 but was closed in 1916, since which date the deaf have been sent to Winnipeg as heretofore. In 1917 a director of school hygiene was appointed in the person of a lady who for some years had worked in connection with health inspection in the schools of Regina. The activities of this Branch since this date may be seen in the following table:—

	1917	1918	1919	1920	1921
Number of schools inspected.....	—	221	548	1,121	1,199
Number of pupils inspected.....	21,561	3,855	14,926	33,831	38,826
Number receiving medical treatment.....	2,100	—	—	2,449	3,177
Number receiving dental treatment.....	—	—	—	2,947	5,629
Total number treated.....	—	—	2,295	5,396	9,806
Visits to homes.....	4,295	75	325	625	—

In close connection with this work should be noticed three other activities, two of which have already been discussed: 1. hot lunches in rural schools; and 2. nutrition classes in connection with the Household Science Branch; and 3. the training in school hygiene at the regular normal schools to teachers in training. The two last mentioned date from 1921. The possibilities or importance of these can only be estimated by medical authorities, but the trend and meaning, especially of the last mentioned, can be appreciated by all those interested in education. It is also interesting to see how the various branches of the department are co-operating towards a common end, the health of the pupils. It should be noticed that the work of the school Hygiene Branch includes not only medical inspection of the children, but also inspection of the hygienic conditions of schools and grounds.

Higher Education.—The registration at the provincial university during the year was 1,040—656 male and 384 female; at the colleges, 90—86 male and 4 female. Full statistics of the personnel of universities may be seen in tables 94 to 98; of colleges in tables 99 to 107. Attention is particularly drawn to the table showing different classes of colleges in the different provinces.

Private Schools.—The number enrolled in elementary and secondary private schools was 2,514—1,100 male and 1,414 female. These private schools exist to the number of 39. It will be noticed on page 162 that the classification of 2,433 pupils is given by grade, age and sex. An analysis of these institutions by the number of students in residence may be seen on table 108, page 157. Tables of business colleges will be found on pages 163-165. The number of students in business colleges reporting during the year was 649.

ALBERTA.

Summary of Enrolment in All Institutions.—During the school year of 1921-22 there were enrolled in all educational institutions in Alberta 155,699. Of these, 142,902 were in ordinary day schools (publicly controlled elementary and secondary); 3,202 in vocational schools; 760 in normal schools; 964 in colleges; 1,285 in universities; 546 in summer schools for teachers, over and above the university short course for teachers; 29 in the school for the Deaf at Winnipeg; 2 in the school for the Deaf at Montreal; 11 in the school for the Blind at Brantford, Ontario; 2 in the school for the Blind at Montreal; 2,304 in private business colleges; 2,489 in private elementary and secondary schools; and 1,203 in Indian schools. The number mentioned in vocational schools does not include the students of agricultural schools of which statistics are not available.

The enrolment in similar institutions in the previous year, was 148,127.

Elementary and Secondary Schools.—The 142,902 enrolled in elementary and secondary schools were accommodated in 4,485 departments of 2,861 schools. Of these, 53,330 were in 57 cities and towns, of whom 4,284 were in 10 separate schools; 23,310 were in departments of other graded schools; the total number of departments in the 273 graded schools being 1,897; 66,211 were in 2,588 ungraded schools. Of the graded school pupils, 6,571 were in 166 classrooms of 68 consolidations; 4,055 in 115 classrooms of 50 rural graded schools not in consolidations. It was pointed out in last year's statistical report that the enrolment in ordinary day schools was then 5.59 times what it was in 1905. In 1922 it had increased to 5.89 times that of 1905.

Average daily attendance.—The average daily attendance in these schools was 100,515 as against 82,416 in the calendar year 1920. This average attendance, which in 1920 had increased to 6.16 times what it was in 1905, is now 7.51 times. The province has for some years given very definite information upon the regularity of attendance, and this information is reproduced in table 8. It will be seen that relatively the number attending less than 20 days and from 20 to 50 days—in short the pupils whose attendance may be considered inadequate, have been decreasing rapidly, while the number attending over 150 days or about 7½ months have been increasing.

The work of enforcing school attendance in towns and cities is carried on by local attendance officers. During the year a new form was in use by these officers in reporting to the department. The purpose of introducing this form was to endeavour to obtain a closer check on the causes of absence from school and the various teachers were required to report all half day absences. The result was very satisfactory in smaller centres. The number of work certificates granted during the year in cities and towns was 398. Associated with the ordinary attendance enforcement branch are other branches of child welfare work, among them the neglected children's department and the department dealing with mental defectives. The co-operation of these departments seems to be of considerable assistance to the attendance officers.

The results of efficiency in carrying out the attendance Act, the co-operation of the various allied branches and of the general public are very apparent in table 8. Comparing the present average attendance in 1922 of over 70 p.c. with previous percentages of attendance it is noticeable that it is higher than the percentage of 1921 in any province of Canada except British Columbia and Quebec; while Quebec was the only province exceeding or attaining this figure up to 1910. This percentage alone is an indication rather than a definite measurement. Further figures on attendance are being given by the province, showing not only the day's attendance by periods but also the relationship of the possible to the actual aggregate attendance. It is clear that in this province, as in Ontario and Saskatchewan, the time lost by irregularity pure and simple is not over half of that lost by pupils entered late in the year or leaving early.

The history of conscious activity to promote regularity of attendance includes the history of activities in manual training, etc., and of compulsory attendance laws. Other and more powerful agents are always presupposed, e.g., an improvement in facilities for attending; of conditions encouraging attendance; and the attitude towards school matters in general. These, however, are not subject to statistical measurement. A few historical notes on manual training, etc., will be found below in connection with that subject. Compulsory attendance laws became effective when the Department of Education took over the enforcement of compulsory laws from the superintendent of neglected children. A truant officer was appointed in 1913. Trustees who hitherto were not compelled to keep schools open more than 120 days if there were not more than 20 children, and not at all if there were no more than 10 children, in the district, were forbidden to have schools closed except as appointed by the Minister. In 1918 the age limit for compulsory attendance was raised from 14 to 15 years.

Grade, Age and Sex.—The pupils in general schools were distributed by grade as follows:—Grade I, 31,434; II, 16,171; III, 16,066; IV, 14,154; V, 12,031; VI, 10,922; VII, 8,416; VIII, 7,625; IX, 3,522; X, 2,236; XI, 1,371; XII, 380; total 142,092. The increase in the upper grades as compared with the lower grades since 1912, the year in which the twelve grade system was introduced may be seen as follows:

Year	Percentage of the Total Enrolment in		
	Grade I	Grades IX to XII	Grades VII to XII
1912 (calendar year)	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31
1921 (half-year, January to June)	25.24	6.04	18.94
1922 (school year July 1 to June 30)	22.81	7.53	21.26

The distribution by age during 1915, 1921 and 1922 was as follows:

	5 years	6 years	7 years	8 years	9 years	10 years	11 years
1915	710	7,341	10,262	10,138	9,685	9,605	9,011
1921	1,303	8,830	13,575	14,120	14,040	13,647	12,322
1922	1,049	9,412	15,835	16,211	15,654	14,592	13,987

	12 years	13 years	14 years	15 years	16 years	17 years	18 years
1915	8,410	7,611	5,527	3,750	2,102	1,095	509
1921	12,988	11,248	9,691	6,615	3,513	1,833	835
1922	13,390	12,478	11,743	8,999	5,043	2,562	1,091

	19 years	20 years	21 years	Total
1915	156	78	61	86,051
1921	668	—	—	124,328
1922	429	181	240	142,902

Attention is called to the proportion of pupils at the age of 14 or over in 1922 as compared with that in 1915—24 p.c., as against 15 p.c. It is also noticeable that there is no appreciable decrease between the ages of 13 and 14 in 1922, while in 1915 there was a decrease of nearly 30 p.c.

The distribution by grade of pupils leaving school at the age of 15 years since 1919 may be seen as follows:

Year	Grades						
	I	II	III	IV	V	VI	VII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10
1920.....	0.91	1.21	2.06	4.23	7.04	13.20	17.10
1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16
1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29

Year	Grades						Total
	VIII	IX	X	XI	XII		
1919.....	26.60	8.40	3.10	2.00	0.40	100	
1920.....	29.98	12.14	5.92	3.41	2.80	100	
1921.....	33.55	6.65	1.47	0.24	0.00	100	
1922.....	29.79	6.59	2.34	0.81	0.02	100	

The following shows the distribution by grade and sex at the age of 13 years in 1922:—

—	I	II	III	IV	V	VI	VII
Boys.....	108	149	408	734	1,158	1,608	1,403
Girls.....	95	118	314	566	916	1,427	1,427
Total.....	203	267	723	1,300	2,074	3,035	2,830

—	VIII	IX	X	XI	XII	Total
Boys.....	837	140	24	3	—	6,573
Girls.....	847	176	18	1	—	5,905
Total.....	1,684	316	42	4	—	12,478

The relative attainments of boys and girls as shown by comparing the comparative distribution at a single age (in this case 13) may be seen as follows. This shows differences which would not appear in single averages. It is noticeable that 39 p.c. of the boys are below grade VI at this age as against 34 p.c. of the girls, and only 36.5 p.c. of the boys are above grade VI as against 41.7 p.c. of the girls, and that in general the girls at this age seem to be more advanced than boys by about one promotion.

Comparative distribution by grade of boys and girls at the age of 13.

—	Kinder- garten	I	II	III	IV	V	VI
Boys.....	0.08	1.6	2.3	6.2	11.2	17.6	24.5
Girls.....	0.14	1.5	2.0	5.4	9.6	15.5	24.2

—	VII	VIII	IX	X	XI	Median
Boys.....	21.3	12.7	2.1	0.4	0.5	6.45
Girls.....	24.2	14.3	2.19	0.3	0.01	6.66

In close connection with the distribution of pupils by grades should be mentioned a revision in the course of studies for both elementary and secondary schools which is now on trial. A new course for elementary schools was outlined during the year 1921-22 and subjected to very careful tests by teachers who prepared constructive criticisms which were brought up at the meeting of the educational association during Easter Week, 1923. A draft of a new course of studies for high schools is in the course of preparation.

Teachers.—The number of teachers in elementary and secondary schools in 1922 was 5,787—1,438 male and 4,359 female. The distribution by class of certificate was 1,290 first class; 3,204 second class; 592 third class; 471 permits; 91 pending (that is with certificates from other provinces); and 139 special, such as manual training, domestic science, etc.

The large number in normal schools during the year (nearly 1,000) indicates that the supply of fully trained teachers is fast becoming adequate. It is noticeable that in 1921-22, 78 p.c. of the regular teachers had certificates of second class standing or higher—The proportion of males to females (1 to 3) shows a slight increase over that of the last five or six years, but has evidently not yet recovered from the effects of the war—previous to the war the male teachers were in the proportion of 1 to 2, but by 1918 had fallen to 1 to 4. Teachers' residences, which are increasing in number, will no doubt tend to attract more men to rural positions.

Teachers in Training.—The number of teachers in training during 1922 was 760—218 male, and 542 female. These were in attendance in the three normal schools at Calgary, Camrose and Edmonton. Of the teachers in training, 34—15 male and 19 female—were trained for academic certificates; 147-47 male and 100 female—for first class; 378—90 male and 288 female—for second class. These were taught by a staff of 22—13 male and 9 female—permanent full time teachers. The regular model schools attached to the normal schools had 31 teachers. Two of these model schools were 8 grade schools and one was a 9 grade school. In addition to the model schools were other schools for observation and practise teaching.

The first normal school was opened at Calgary in 1905 having in connection a model school with 8 rooms. In 1908 to supply the demand for teachers, an arrangement was made whereby British teachers were to be recognized as qualified to teach in Alberta schools, the British educational officials co-operating in weighing and reporting on the qualifications of applicants. A second normal school was opened at Camrose in 1912. In 1913 was opened an English school for foreigners for the purpose of training foreigners to teach among their own people. An arrangement was made between the three prairie provinces whereby a teacher holding a Grade XI certificate and having had 33 weeks of professional training is recognized as a second class teacher. A summer school for teachers, with a special view of training for the elementary course in agriculture, was opened in 1913. In 1919 the Province introduced the system of advancing loans to cover the cost of normal training. In the same year the minimum requirements for teachers' certificates were raised to Grade XI and 8 months of normal training, and these loans, no doubt, would facilitate attainment to the standard now required. Also in 1919 provision was made for teachers' residences. Each district erecting such a residence at a cost of not less than \$1,000 with adequate furniture and 5 acres of ground appurtenant was to receive a grant equal to one third of the total cost. In 1918 the legislature fixed the minimum salary in ungraded schools at \$840. The third normal school was opened at Edmonton in 1920. This school had an enrolment of 110 students with at least Grade XI standing at the outset. In 1922 it had 157 of whom 29 were training for academic and 33 first class certificates.

Summer School for Teachers.—The attendance of the 1922 season was the largest in its history being 620, 721 having applied for admission. This attendance formed an increase of 153 over that of the previous year. Of the enrolment 100 were in courses offered by the university, 15 were qualifying for academic certificates and 29 for certificates of the first class.

Teachers' and Trustees' Association and Conventions.—The growing importance of these organizations is shown by the part the educational association is taking in connection with the new course of studies. There is little doubt that teachers' associations will become more and more important in the future, especially with the growth of experiment in education.

Secondary Education.—That secondary education is now carried on whenever a teacher is found qualified to teach the high school grades may be seen in table 55, which shows that a considerable number of pupils are enrolled in secondary grades even in ungraded schools. As in most other provinces, secondary education in Alberta is strictly a continuation of the elementary grades, and continuation departments are to be found in nearly all of the graded schools except in cities and towns which have regular high schools. The rural high school is now a feature of education in Alberta. The age, grade, sex distribution of over 6,000 pupils in secondary schools in 50 towns is to be found in table 65, also the number of pupils taking different subjects of studies. This table will have particular interest after the new course of studies is in operation. In this course of studies the number of subjects is reduced with a view to encouraging intensive work and a large number of optionals is introduced.

Agricultural, Industrial and other Special Studies.—During 1921-1922 there were in connection with the ordinary school grades in the regular school 23 institutions teaching manual training with 17 teachers and 3,128 pupils; 28 institutions and classes offering domestic science with 20 teachers and 4,284 pupils; and 5 giving commercial courses with 21 teachers and 516 pupils. It will be inferred from the number of teachers that some of them were itinerant. There were 21 night schools with 121 teachers and 1,830 pupils; 1 correspondence course with 2 teachers and 282 pupils. Boys' clubs to the number of 14 with approximately 350 members and girls' clubs to the number of 40 with approximately 680 members were reported; also 129 school fairs with 24,000 pupils exhibiting. The total number of pupils in institutions within the meaning of the Dominion Technical Education Act was 3,477.

In 1911 evening classes for foreigners were in operation in Calgary with an enrolment of 700 in technical work and 300 in other evening classes. In 1913 three schools of agriculture at Olds, Claresholm and Vermilion with a registration of 266 pupils were opened. In the same year a summer school for teachers with a special view to the training of teachers for an elementary course in agriculture was set in operation. A provincial director of technical education was appointed in 1914.

Rural School Organization.—During the year 1921-22 there were 68 consolidations in Alberta from 217 original districts. Of these, 51 were graded and 17 ungraded schools. There were in all 6,571 pupils, of whom 6,010 were in 166 graded classrooms. The average attendance was 71 p.c. of the enrolment. Conveyance was carried on by 193 vehicles. Over and above consolidated schools were 50 rural graded schools from 50 original districts with 115 graded classrooms and 4,055 pupils. The average attendance was 2,413, or about 60 p.c. of the enrolment. As in the case of Saskatchewan, it will be noticed that the regularity of attendance of pupils conveyed in vans is much better than of those not so conveyed. The rural secondary school is a recent organization, and has not yet had time to show decided development.

Even before 1905 Alberta had gone so far as the beginning of consolidation. A provision was incorporated in the school ordinance of 1901 empowering trustees to arrange for the conveyance of pupils in the districts. In 1913 grants to consolidation were provided according to: (1) the number of original units; (2) according as a consolidated school had at least 6 pupils in Grades above VIII; (3) the number of vans; (4) the number of approved motor conveyances; (5) community halls; (6) provision for conveyance of isolated pupils. In 1914 there were 2 consolidations formed out of 8 units. In 1915 there were 12 from 38 units and with 563 pupils. Since that date consolidations have increased at the rate of about 7 a year until the present number of 68 has been reached. In 1919 an amendment to the consolidation Act provided that when the question came up as to whether a village or town and rural districts should consolidate, the rural and urban districts might vote on the question separately. In this way the danger to the rural district of being outvoted on the question was eliminated. Notwithstanding the changes, twelve new consolidations were established during the year. Also in 1919 a very interesting move was made in the providing of an annual grant of \$400, for the second room opened in a rural district in addition to the usual \$200, for the junior room of a graded school. This has had the effect of 50 rural graded schools being opened to date. In connection with rural education should be mentioned the activities in connection with teachers' residences. Each district erecting such a residence at a cost of not less than \$1,000, with adequate furniture and 5 acres of ground appurtenant, was to receive a grant equal to one third of the total cost. By 1920 there were two of these erected. Another phase of rural educational activities was secondary consolidation of rural high schools. Two of these were in existence in 1921 and in 1922. Consideration is also being given to the matter of erecting municipal school boards.

Medical Inspection and Special Classes.—In 1921-22 in connection with school medical inspection in Alberta, were 4 full time and 2 part time medical officers; 5 full time dental officers; 19 full time and 2 part time nurses; 4 clinics; and 3 psychological experts. The number of pupils examined was 44,421 of whom 23,243 were reported as needing treatment and 17,344 were treated. The accommodation for the special education of mentally subnormal pupils were: 1 institution with 50 pupils, and 4 special classes with 67 pupils. Of special interest is the existence of 1 special class with 40 pupils for super-normals.

In 1911 the school board at Edmonton inaugurated a system of medical inspection of school children. In 1918 the legislature made it compulsory for boards of trustees in town schools to employ a medical practitioner to inspect school children at least once a year, and authorized them to provide for treatment. In this year a home for mentally defective children was opened at Edmonton with 35 inmates. The separate school board of the city introduced medical inspection in this year. Beginnings were made in 1919 at several rural centres for medical inspection, especially by public health nurses who are not under the Department. The Edmonton city board during this year took a step towards special education of children of subnormal mentality, two rooms being provided for this purpose. In addition to these an "opportunity" class was opened for children who although mentally normal had been retarded through other causes. In the matter of medical inspection, besides the ordinary inspection, two complete physical examinations were required of each child, one in Grade I and the other in Grade V. In 1920 some inspectors reported that nearly every school in their inspectorates had been medically inspected during the year. The blind and the deaf had for many years been provided for by arrangements with the governments of Ontario and Manitoba, Alberta paying Ontario for the education of the blind at Brantford, and Manitoba for the education of the deaf at Winnipeg.

Higher Education.—In 1921-22 there were 1,285 students enrolled in the provincial university, and 657 students in the technical college, 148 in theological colleges and 159 students in affiliated colleges.

Alberta College was founded by the Methodists in 1903 and had about 1,000 students in matriculation subjects, theology, etc. by 1913. At the first session of the Alberta Legislature in 1905 steps were taken to establish a university. In 1907 provision was made for the purchase of a university site and the Lieutenant-Governor was authorized to appoint a president. The Senate met for the first time in 1908 and decided to proceed with the organization of the first faculty—Arts and Science,—which was opened in the autumn with a staff of 4 professors and an enrolment of 37 students. Robertson college, a purely theological institution, was opened by the Presbyterians in 1910, and in the same year St. John's College was opened by the Roman Catholics as a seminary. In 1911 provincial health laboratories were transferred to the university building. In 1912 the first building on the university site was opened. In 1913 a faculty of medicine was opened at the university, and Robertson College and Alberta College were affiliated to the university. Arrangements were made by the Presbyterians and Methodists for a part staff while their degrees in theology were to be controlled by the university senate of which the principals of the colleges are ex-officio members. To every theological college desiring affiliation was offered a site of about 8 acres on the University ground. The various professional societies have one by one become affiliated with the university, giving over to the university senate, on which they are represented, the power of controlling their examinations. The following societies had been affiliated by 1913: Alberta Land Surveyors; Alberta Dental Association; The College of Physicians and Surgeons; the Alberta Architects' Association; The Land Society of Alberta; the Institute of Chartered Accountants; and the Pharmaceutical Association. An extension department with a full time secretary had also been opened, the secretary to visit the farm centres with the object of bringing the university in close touch with the life of the province. In 1915 was recommended the appointment of a board of provincial examiners linking the work of the Department of Education with that of the university. This board was operating in 1917.

School Support.—The expenditure on education during the calendar year 1921 was \$12,134,488 of which \$5,213,011 was in teachers' salaries. The receipts were \$12,038,052 of which \$1,146,722 was contributed by the government; and \$10,891,330 by ratepayers. The expenditure by the university was \$1,476,119, of which \$450,000 was capital and \$1,026,119 current. The expenditure by colleges was \$176,270—\$79,625 capital and \$96,645 current. The receipts of the university was \$1,021,355 of which \$427,825 were government grants and \$51,560 fees. The cost per pupil enrolled in ordinary schools was \$61.24 and in average daily attendance \$87.09. (See page 140 for historical table of receipts and expenditure of the Department; page 141 for a similar table on cost per pupil; page 153 for financial statistics of university; and page 154 for financial statistics of colleges.)

BRITISH COLUMBIA.

Summary of Enrolment in all Institutions.—During the school year 1921-22 there were enrolled in all educational institutions in British Columbia, 104,590¹. Of these 91,919 were in ordinary day schools (elementary and high); 685 in normal schools; 5,628 in technical and night schools; 23 in the school for the Blind²; 52 in the school for the Deaf; 1,231 in the university; 189 in colleges; 1,075 in private business colleges; 1,283 in private elementary and secondary schools; 234 in a departmental summer school for teachers; and 2,505 in Indian schools. The total enrolment in similar institutions during the previous year was 97,912. The year 1921-22, therefore, shows an increase of 6,965 or 7 p.c. over the previous year.

Elementary and Secondary Schools.—The 91,919 enrolled in 991 elementary and secondary schools were accommodated as follows: 8,634—3,788 boys and 4,846 girls—in 58 high schools; 40,965—21,176 boys and 19,789 girls in 95 city graded elementary schools; 24,371 in 180 rural municipality schools; 17,949 in rural and assisted schools. Besides the high schools should be mentioned superior schools having pupils in advance of what would be called grade VII in other provinces.

The enrolment represents an increase of 5,969, or about 7 p.c. over that of the previous year. The percentage of increase was greatest in the case of high schools with about 19 p.c.; second, in the case of rural municipal schools with 9 p.c.; third, of rural and assisted schools with about 7 p.c.; while the least increase was shown by city elementary schools with about 4 p.c. As a result of the increase 49 new schools opened in districts recently settled.

Average Daily Attendance.—The average daily attendance was 75,528, or 82.16 p.c. of the enrolment, the highest in provincial records, and a considerable increase over the very high average of last year. This average was distributed as follows: 7,481 or 86.65 p.c. in high schools; 35,642 or 87 p.c. in city elementary schools; 20,096, or 85.77 p.c. in rural municipality schools; and 11,499, or 64.06 p.c. in rural and assisted schools.

As mentioned in last year's statistical report, the enrolment in British Columbia has increased 87½ times from 1873 to 1921, and the average attendance 119.13 times. The year 1922 brought a further record of 89½ times in enrolment and 131.3 times in attendance. Tables 4 and 9 show how this growth has proceeded.

An Act of 1873 introduced a permissive compulsory attendance clause, giving power to trustees under certain restrictions to compel parents and guardians of children from 7 to 14 years of age to send them to school. Since that date the compulsory attendance laws have passed through successive phases of severity until in 1922 it was enacted that those responsible for absentee pupils between 7 and 15 years of age, not especially exempted, were liable to a fine for each day's absence. Whether from the efficiency of the compulsory laws; the organization of rural municipal schools; the superior attractions offered by the large proportion of graded schools; or by the equableness of the climate; or more probably from all these causes combined; British Columbia has the highest percentage of attendance in Canada, the second being Quebec.

Grade, Age, etc.—The pupils in elementary schools in British Columbia were distributed by grade as follows: primer (grade I), 13,714; First Reader (grade II) 14,454; Second Reader (probably equivalent to grades III and IV) 14,420; Third Reader (grades V and VI) 22,213; Fourth Reader (grades VII and VIII) 18,174. The distribution by these grades in the three types of schools may be seen on page 90. Particular attention is drawn to the comparatively small number in grade I, and the large number in grades VII and VIII.

Several changes were made in the text-books and courses of studies during the year. A new set of readers authorized also in the three prairie provinces was compiled and revised by a committee of teachers representing the four provinces.

Secondary Education.—Besides the pupils in high schools were 17 in city schools with continuation classes, 29 in rural municipality schools with continuation classes, 264 in rural and assisted schools with continuation classes. However, 8,634 pupils in secondary grade were accommodated in high schools.

The regulations governing admission to high schools were changed during the year. For some years all entrance pupils in the larger cities as well as 60 p.c. of those attending schools of seven or eight divisions (departments or classrooms) in other districts were promoted upon recommendation of their teachers. This method did not seem to produce sufficiently satisfactory results, and the new regulations provide for the promotion without examination of only the more studious and advanced pupils attending schools of seven or more divisions. The rest are required to pass an examination set by the Department in arithmetic, geography, grammar, composition, etc.; to make an average of 60 p.c. on the examination; and also produce a statement from their teachers certifying satisfactory completion of work in history, English literature, nature study and hygiene. On the year's examinations, 2,168 candidates succeeded in passing, while 1,417 were promoted without examination. The regulations governing the issuing of matriculation certificates were modified in order to allow persons who are actually engaged in mercantile, industrial or other occupations to write off one or more subjects at any June or September examination. Matriculation under these conditions must be completed within four consecutive years. A new regulation was put in force by which superior school pupils are required to write the departmental examinations for promotion from the first to the second year and from the second to the junior matriculation year. This matter was left optional with the high schools.

¹ Excluding duplicates; e.g., university and summer school for teachers.

² Of these 15 were at Brantford, Ont., and 8 in the school for the blind in British Columbia.

The first high school in British Columbia was established in Victoria in 1876. In the same year was held the first competitive examination for entrance into high school in twenty-one of the public schools and by 160 candidates, of whom only 68 passed. The papers were in Arithmetic, English Grammar, Spelling and Geography. In 1884 a high school was established at New Westminster; in 1886 at Nanaimo; and in 1890 at Vancouver. The first departmental high school inspector was appointed in 1911 and a second in 1920. In 1910 an amendment to the Act of 1905 established *Superior schools*. These were devised for bringing secondary education within the reach of rural children, and were established in rural municipal school districts and organized rural districts, where there were at least 10 persons available as high school pupils, to teach the senior grade of the elementary school course and the Junior grade of the high school course. Up till 1916 the high school pupils were examined at the end of each school year by the Department of Education. In 1916 the Department tried the experiment of omitting departmental examinations in the preliminary Junior high school grade, credit being given to pupils on the report of the schools. This experiment was extended in 1918 to second year high school pupils. In 1919 high school entrance examinations were done away with in cities of the first and second class. In 1921, however, there were symptoms of a desire to return towards the departmental examination system; this year the department prepared papers for the first two years of high school leaving the writing of them optional with the school. In 1921 the Junior and Senior University Matriculation examination superseded the two senior high school years in the departmental curriculum.

Teachers.—The number of teachers in elementary and secondary schools in 1922 was 2,994—700 male and 2,294 female. Of these, 301—184 male and 117 female—were in high schools; 1,149—191 male and 958 female—were in city elementary schools; 719—132 male and 587 female—were in rural municipality schools; and 825—193 male and 632 female—were in regularly organized assisted rural schools. The classification of these teachers was 482 academic; 548 First Class; 1,217 Second Class; 374 Third Class; 202 temporary and 171 special. The male teachers increased by 105 or 18 p.c. over the previous year. An increase of 49 academic certificates and 58 First Class certificates and a decrease of 44 in Third Class certificates show the trend of teachers' qualifications. A teachers' bureau has been organized in connection with the Department. This service is free to both teachers and trustee boards. During the year, about 600 teachers were thus placed in touch with school boards.

Teachers in Training.—During the year 1922 there were in British Columbia for teacher training, 2 normal schools with a teaching staff of 10 regular full time. The number of teachers in training was 685—155 male and 530 female. Of these, 196—60 male and 136 female—were training for First Class certificates; and 489—95 male and 394 female—for second class. In the model schools attached, 62 teachers were in charge. The two normal schools had libraries with 5,100 volumes.

The provincial summer school (July 10 to Aug. 11) was attended by 213 teachers during the year. Among the subjects taught were rural science, primary grade, manual training, etc. The third summer session of the university of British Columbia was held during July and a part of August and was attended by 9 inspectors and over 200 teachers. Students thus attending are given credit in first or second years in Arts and Science. In addition to the regular university courses are given such courses as advanced commercial work for teachers holding first class or academic certificates. There were also provided 3 advanced courses in educational subjects for inspectors, principals of schools and other mature students. By means of this summer session several teachers who were holders of Second Class certificates have completed the additional work required for First Class certificates.

The first provincial normal school for teachers training was opened in Vancouver in 1901. An Act of 1910 authorized the board of examiners to grant four classes of teachers' certificates; Third class, valid for three years; and Second, First, and Academic classes, valid for life. After 1911 all recipients of third class license had to hold a certificate from a normal school. A second normal school with a two-division model school was opened at Victoria, in 1915. In 1918 for the first time pupils successful in the third year commercial examinations were admitted to normal schools with the object of providing a supply of commercial teachers. The regulations of 1919 provided that the teachers of the academic class must hold a university degree. In the same year courses in education were first offered by the university. In 1921 a departmental summer school for teachers had 207 in attendance, while 124 attended the summer school for teachers conducted by the university. In 1914 night classes were formed in Victoria specially to instruct teachers of the junior elementary grade in clay-modelling, etc. Evening classes were opened in this city in the same year to provide special training for subnormal children.

Rural Education.—In 1922 there were 180 rural school municipalities with 579 graded classrooms with 22,252 pupils, and 81 ungraded classrooms with 2,119 pupils. There were also 266 graded class rooms in the rural school districts with 8,487 pupils, and 392 ungraded classrooms with 9,462 pupils.

These municipalities employ 4 medical officers, 2 dental officers and 10 specialists in agriculture. There were in all 150 school gardens.

The most important organization for furthering rural school education is the Rural Municipal School and the other rural graded schools. Conveyance of children is carried on where necessary. The rural municipality districts were introduced in 1906 and reduced the number of school districts in the province from 257 in 1905-6 to 167 in 1906-7. The activities and success of the rural municipality school district can be adequately represented only by a full statistical description. Particular attention is, therefore, called to table 67, showing the growth, enrolment, grading and special subjects in rural municipal schools since 1906.

Agricultural, Technical and other Special Education.—During the year 1921-22 there were in connection with the ordinary school grades in British Columbia 12 classes giving instruction in agriculture with 10 teachers and 450 pupils; 79 classes with 62 teachers and 10,470 pupils giving instruction in manual training; 51 classes with 46 teachers and 8,006 pupils giving instruction in domestic science; and 35 classes giving instruction in commercial courses. In other than ordinary schools but below college grade were the following:—

	Institutions	Instructors	Pupils
Industrial training.....	3	27	111
Home economics.....	2	12	1,025
Commercial training.....	11	44	52
English class for foreigners.....	5	4	3,425
Other work.....	21		

In the university there were 69 in agricultural courses, and 217 in industrial short courses;

Correspondence courses included 1 with 152 students in industrial branches; 1 with 12 students in commercial branches and 1 with 300 students in ordinary school grades. The technical branch of the regular university courses may be seen in tables 96 to 107. The school and home projects included 150 school gardens operated by 4,000 pupils, and 50 home gardens operated by 600 pupils. During the year there were 15 school fairs.

The correspondence courses in ordinary grades are for the benefit of children in isolated districts. These courses are conducted by the Department, are free and cover the work of elementary schools. As may be noticed, correspondence courses were also given in technical branches. Classes for teacher training, manual training, and domestic science were held on Saturdays in Vancouver, and from these classes manual training instructors were recruited as vacancies occurred. The technical schools now provide three years' work at the end of which a technical leaving certificate is issued. In the household science courses is included instruction in such subjects as hygiene, child welfare, home-nursing, etc. Elementary agricultural education includes instruction in the high and elementary schools. The two year course prescribed was taken by 457 students attending high schools where the subject is taught by specialists.

In 1914 provincial legislation provided for prevocational classes, and the Vancouver board decided to organize day classes of children over the age of 15 about to leave school. In the same year the province operated the first summer course in rural science and the administration of school gardens was taken over by the Department. A director of high schools and pre-vocational work was appointed in 1916. In 1915 a director of elementary agricultural education and organizer of technical education and night schools were appointed. In 1917 the first technical class for boys was opened in Vancouver in connection with one of the high schools. In the same year an information and employment bureau in connection with schools was opened in Vancouver. It was arranged that the principals of schools should file particulars about pupils from 14 to 17 years of age and that the bureau might refer to these in placing adolescents in leaving school in touch with employer. In 1918 pupils who had successfully completed their third year commercial course were admitted for the first time to normal schools with the object of providing a supply of commercial teachers. In 1919 the university arranged to accept as partial students pupils who had passed a matriculation examination in technical subjects. In 1920 a technical school was opened for the first time at Victoria. Special technical teachers' certificates were issued for the first time this year. In 1921 a large building was provided for a technical school at Vancouver, also one at New Westminster. Vancouver, this year established a trade course attached to labour organization in the work of apprenticeship training. Commercial courses, by this time had been established in 10 centres in the province.

Medical Inspection and Special Classes.—At the beginning of the year, a school for the deaf and dumb was opened by the Department in Vancouver and later established in permanent quarters at Point Grey. There are now 62 children in attendance. The Boy's Industrial school previously at Point Grey was moved to Coquitlam.

In 1907, the Vancouver school board appointed a full time medical officer, and a year later, a school nurse, for the regular and systematic examination of all school children. The medical staff by 1912 had increased to one full time medical officer, one half time assistant and two school nurses. Arrangements were also made for free treatment of those who could not afford to pay. A school clinic commenced operation, treatment in the way of glasses, etc. being given free wherever necessary. The board was also arranging for the institution of open air schools for delicate children. In the following year, (1913) medical inspection was established in South Vancouver. In 1914 a dental clinic was established in Vancouver with a dentist employed for 24 hours a month. Extensive medical examinations were carried out in South Vancouver and New Westminster, all the schools being examined in the former Municipality, and 2,023 in the latter, where one half-time doctor and a full-time nurse were appointed for the first time. In 1918 a second dental clinic was opened in Vancouver, and a psychologist was appointed to study retarded children and organize special classes. In 1919 the medical staff numbered 3 doctors and 7 nurses while a fifth dentist was appointed during the year. A sum of money was also set aside in Victoria for a dental clinic. In 19 0 an arrangement was made by the Vancouver board to treat, free of charge, children of families whose income did not exceed \$4 a week per member. Treatment went on at such a rapid rate, that before the end of the year this privilege was extended to incomes not exceeding \$5 a week. A dental clinic was opened at Victoria during the year, legislation giving effect to the appointment of a dental officer and an assistant school nurse. Service was also introduced at Victoria for children suffering from malnutrition. By 1921 the medical staff of Vancouver consisted of 1 medical doctor, 2 lady assistant doctors and 8 nurses. All dental cases had been treated.

Special classes.—In 1912 an important movement began at Victoria in the interests of retarded and backward children. Two schools introduced what was known as "Batavia" teachers, that is, teachers, in charge of no particular class, but devoting their time to teaching backward children of all grades. In the same year special classes for sub-normal children were established in Vancouver. Also in the same year the board was arranging for the institution of an open air school for delicate children. In 1914 evening classes were opened in Vancouver to provide special training in teaching sub-normal children. In 1915 a special class for sub-normals above imbecile grade was opened in Victoria and a class for deaf children was opened in Vancouver. In 1916 a class was opened for blind children in Vancouver. Mention was made this year of eight children attending "oral" classes, and of two auxiliary classes with approximately 12 pupils each in the latter city. In 1918 a psychologist was appointed in Vancouver to study retarded pupils and organize special classes. By 1919 there were in operation in this city 10 and by 1920, 12 special classes. In the latter year a social worker was appointed by the city to act as a sort of guardian for such children while attending school and more especially after leaving school to go to work. By 1921 the special classes in Vancouver had increased to 16, four being added during the year. In this year the school for the deaf was taken over by the government.

Higher Education.—In 1921-22 there were registered in the university of British Columbia 1,231 students. Full statistics of the personnel of the university may be seen in tables 94 to 98; of colleges on tables 99 to 107; the financial statistics in tables 104 to 106. Attention is particularly drawn to the table showing the different classes of colleges in the province.

In 1890 a rather unsuccessful attempt was made to establish a provincial university; proceedings having actually reached the point of an electing of a senate. In 1896 an amendment was made to the School Act whereby boards of trustees of the four cities were allowed to petition to obtain charters of incorporation as boards of governors of their respective high schools that they might be in a position to affiliate them with eastern universities. Accordingly, the high schools of Vancouver and Victoria were affiliated with McGill University, which affiliation was extended in 1906 to incorporate the Royal Institute for the Advancement of Learning of British Columbia. Under this Act, amended in 1907, power was granted to this institution to establish at such places as McGill university might desire, colleges for the higher education of men and women. The University classes of Vancouver and Victoria were transferred to the control of the Royal Institute. Three years in Arts and two in Applied Science were taken at Vancouver and two years in Arts were taken at Victoria. The expenses were met by grants from the province and the school trustees and by voluntary contributions. In 1907 an act was passed setting apart for university endowment lands not exceeding 200,000 acres, and in 1908 another act was passed to establish an incorporated

university. The first meeting of convocation was held in 1912. In 1920 Victoria College, one of the McGill colleges, was affiliated with the university. Since the establishment of the university, it is probable that few countries in the world have gone so far in linking the work of the school with that of the university. In 1921 the Department of Education substituted Junior and Senior Matriculation standing as the academic preparation for entrance into normal schools. In 1920 also a course in education was first offered in the university. In 1922 it had students in summer schools for teachers. It is no exaggeration to state that the system of education in British Columbia is continuous from kindergarten to a university degree.

Private Schools.—The number enrolled in elementary and secondary private schools was 1,283—423 male and 851 female. It will be noticed in table 119 that the classification of the 1,283 pupils is given by grade, age and sex. An analysis of the institutions by the number of students, residence, etc. may be seen in table 108. The statistics of business colleges will be found in table 120. The number of students in business colleges reporting during the year was 1,075.

School Support.—During the year 1921 the expenditure on education was \$7,833,578 of which Government grants amount to \$3,141,738; and \$4,691,840 was raised by local assessment. The cost per pupil enrolled was \$85.23; in average attendance was \$103.73. The expenditure of the university was \$549,775 of which \$48,590 was capital and \$501,185 was current. The receipts were \$558,447 of which \$489,500 was in the form of government grants and \$44,798 of fees.

CHAP. III.—MISCELLANEOUS NON-PROVINCIAL ACTIVITIES

The Honorary Advisory Council for Scientific and Industrial Research.—This council owes its foundation to conditions created by the Great War. When trade relations were disrupted, there was almost immediately a scarcity of many essential materials, and, owing to lack of scientific knowledge regarding satisfactory substitutes and processes involved in key industries, the extent to which the nation had become dependent upon foreign monopolies in matters relating to the industrial application of science was at once apparent. A committee of the Imperial Privy Council was appointed and, under it, an advisory council for Scientific and Industrial Research was established early in 1915 by the British Government. The dominions were invited to establish similar organizations, and acting on this suggestion the Government of Canada appointed in 1916 a sub-committee of the Privy Council under which was constituted late in 1916 the Honorary Advisory Council for Scientific and Industrial Research, composed of eleven men. To this Council were assigned the following duties:—

- (a) To ascertain and tabulate the various research agencies in Canada.
- (b) To note and schedule the researches and investigations.
- (c) To co-ordinate all research agencies so as to prevent overlapping.
- (d) To tabulate the technical and scientific problems confronting Canadian industries.
- (e) To study the unused natural resources of Canada and the by products of all basic industries.
- (f) To increase the number of trained research men.
- (g) To stimulate the public mind in regard to the importance and utility of scientific research.

To meet the situation discovered—the lack of preparation for the scientific development of Canadian industries—the Council established a number of fellowships, studentships and bursaries having an annual value of \$1,200, \$100 and \$750 respectively. The lowest of these can be held only by university graduates, and the other two may be awarded in order if proof of a distinct capacity for research has been shown by the bursar after one year's work at one of the large universities of Canada. Up to the present, 146 of these awards have been made to 96 persons. On these grants the Council expends annually a sum not exceeding \$40,000, or over a third of the annual grant given to it by the Dominion Government.

The Council has inaugurated a number of very important researches, such as that on the utilization of Canadian peat, and that on the briquetting of low grade lignite of South Eastern Saskatchewan. It has also made 93 grants for research into questions of special importance to Canadian industry representing an expenditure of about \$175,000.

The Council has associated with itself eleven associate or advisory committees composed of the leaders in various branches of science in the Dominion and comprising 145 persons, all of whom serve without remuneration.

The Council early recommended to the Government the establishment of a national research institute by means of which a wide scheme of industrial research could be organized, the government supplying well equipped laboratories and shops under a director and assistants of successful experience in conducting research, while the several industries would provide the salaries of the skilled worker and an additional outlay required for the solution of the special problems which they would bring to the institute. A special committee of the House of Commons was appointed to investigate the recommendation, and reported favourably thereon in April, 1920. A bill for the establishment of such an institute was passed by the Commons in 1921, but failed to pass the Senate.

Already research institutes have been founded in Great Britain, United States, Australia, New Zealand, Japan, Germany, Belgium and India. (Secretary—S. P. Eagleson, Esq., Ottawa).

Dominion Technical Education Branch.—This branch under the Dominion Technical Education Act had, at the close of the fiscal year 1922, been in operation for three years. The assistance given to the province under this act "has stimulated activity in all branches of the work and resulted in the spread of vocational education from a few large industrial centres to the smaller cities and towns. Every province is studying the educational needs of those children who are not provided for by the established academic schools, and an earnest effort is being made to extend the scope of the educational system to provide the needed vocational and citizen training for young people entering industry and for all who have left school without sufficient training to enable them to properly fulfil the duties and responsibilities of citizenship, and to advance in their work. It is the purposes of the Technical Education Act to assist the provinces in promoting vocational education of secondary grade".¹ A new type of schools known as the composite high school is being developed which combines the academic, commercial, industrial, agricultural and homemaking departments into one school, and places all departments on an equal footing. Prior to 1919 there were less than ten public buildings in Canada devoted exclusively to secondary Vocational education; including the new composite high schools, there are now thirty-two vocational buildings of which ten were completed or were in the course of construction during the year 1922. Plans were being made in 1923 for the construction of six more buildings. These new buildings were erected in the larger industrial and commercial centres. In the smaller communities the work is confined to industrial, commercial and homemaking departments in connection with the established high schools, and to evening classes conducted in the academic day school buildings or temporary or rented quarters. The total number of vocational schools in which grants are paid under the provisions of the Act is 283. This number includes day vocational departments in connection with the academic high schools, day vocational schools in separate buildings, evening schools and provincial correspondence departments. It does not include agricultural schools, nor domestic science and manual training classes in connection with academic courses.² Efforts have been made to bring about the establishment of a central vocational teacher-training institute for the Dominion. At present teachers for this work are drawn from the teachers of academic subjects in high schools, teachers of manual training in high schools, recent graduates in engineering and skilled workmen in industry who have a good general education. Practically all the shop instructors are obtained from the last mentioned source. The provinces are conducting summer schools for vocational teachers and allowing others to go to the United States for additional training. (Director—A. H. Crawford, Ottawa).

Canadian Educational Association.—The first convention of the Canadian Educational Association since 1918 was held in Ottawa on November 1 and 2, 1922. This Association, which prior to 1918 was known as the Dominion Educational Association, is composed of representatives of the provincial departments of education, presidents of universities and teachers' associations, representatives from university departments, trustees' associations, secondary schools, and auxiliary educational activities connected with provincial school systems. Provision is also made for the membership of others interested in education. The delegates to the Ottawa convention represented all branches of educational work under public control with a few representatives from privately controlled schools and industrial corporations. The convention gave attention, among other matters, to the preparation of a national history for Canadian elementary schools. An effort was made to formulate plans for the issuing of elementary school teachers' certificates which would be valid in all parts of Canada. A session was devoted to discussion affecting the Dominion Agricultural Instruction Act which was to expire at the close of the fiscal year. A resolution requesting the continuance of the financial aid under this act was approved. Among other matters discussed were vocational education and the new type of composite high school (See under Dominion Technical Education Branch), the development of correspondence courses and the training of apprentices. (Secretary—Dr. J. H. Putman, Ottawa).

National Council of Education.—The National Council of Education was constituted at the National Conference on Education held at Winnipeg in 1919. The conference was a concerted attempt to rally the best public opinion behind the schools of the Dominion. As a result of this conference a council of fifty was appointed for the purpose of studying the important questions then raised and to report to the Second Conference to be held at Toronto in 1923. The programme of the Council includes: 1, triennial conference; 2, the creation of a Canadian Bureau of Education; 3, A National lectureship scheme; and 4, the provision of a children's magazine. A reference library of considerable size has already been formed. Surveys on the teaching of geography, history and literature were undertaken on behalf of the Council by the Universities of McGill, Toronto and Queen's respectively. These reports were to be presented at the Conference of 1923. (Honorary Secretary, Major F. Ney, 8 Queen's Park, Toronto).

Frontier College.—This college, incorporated in 1919, grew out of the Reading Camp Association which was founded in 1900 for the purpose of providing literature for employees in the lumbering and mining camps of Ontario. Reading camps were established in a number of places, and in 1902 the movement was extended to British Columbia. During the first twenty years of the century more than 300 schools were conducted in tents and box cars utilized along the main lines of railways to serve the needs of extra gangs and bridge crews. About 100,000 men had attended the night classes and 180,000 men had been given the opportunity, through the college

¹See the third annual report of the Director of Technical Education, issued by the Department of Labour, Ottawa.

²Table 71, page 119, gives the statistics of these secondary vocational schools coming under the Act. The other tables in Section 7 give as much as is ascertained of the statistics of manual training, etc. given for cultural purposes in the ordinary schools as well as of agricultural education and university vocational education. The figures of Table 71 are included in the other tables. The net non duplicated figures for vocational education are to be found in Table 1.

camp, to have access to good literature, and to keep in touch with the outside world. The instructors sent out by the college numbered 500 university men who taught at more than 600 points throughout the Dominion. Of these, 63 were university graduates. In addition to teaching at night, the instructors work during the day at the same tasks as their students, sharing in every way the life of the men. Only a small proportion engage in other occupation, such as that of camp physician, welfare worker or clerk. The courses of instruction range from elementary work to matriculation. A special method is used for the instruction of foreigners. (Principal—Rev. Alfred Fitzpatrick, Esq., Toronto).

Overseas Education League.—The conception of this movement was co-incident with the visit of the British Association to Winnipeg for its annual meeting in 1909, and an exchange of educational views and ideas which was purely informal at that time gave rise to a definite desire for a clearer understanding between Great Britain and Canada in matters educational. The outcome was the first organized visit of 165 Manitoba teachers to Great Britain during the summer vacation of 1910 under the auspices of an organization which subsequently received the title of the "*Hands Across the Seas*" movement. Having its inception in Manitoba, it speedily gained the cooperation of other provincial educational authorities, one after another giving it official recognition and support, with Ministers of Education as members of its Dominion Council and the Deputy Ministers as provincial presidents. In 1911-12 it received the endorsement of the governments of the Dominion of Canada and Newfoundland, and the addition to its Advisory Council of the Minister of the Interior for Canada and the Prime Minister of Newfoundland. The visit of 165 teachers to Great Britain, Ireland, Northern France and Belgium in 1910 was followed by yearly visits on a larger scale. In 1912 the number of visiting teachers reached 300, half of whom visited the Mediterranean, including Gibraltar, Malta and Egypt on a specially chartered vessel. The visit of 1914 was interrupted by the outbreak of the war, and the activities of the movement had to be suspended until 1920. During this first period of its existence—in addition to the beneficial results of travel to the teachers participating in visits across the seas—it carried into effect a scheme for the interchange of teachers for the period of one year between Canada and other parts of the Empire, the first interchange taking place in 1913, when there was an interchange between three teachers from Manitoba and New Zealand; and, by arrangement with the London County Council, thirteen teachers from various provinces in Canada were placed in London schools. A magazine devoted to the furtherance of the ideals and aims of the movement was issued monthly commencing January, 1913. A sum of \$4,000 had been raised to open a residential headquarters for overseas teachers in London when the outbreak of war interrupted further operations. In 1920, upon the return to Canada of the founder and honorary organizer, Major F. Ney, M.C.,¹ after distinguished service in the Great War, the movement was reorganized; its executive body was reconstituted, and its title was changed to the Overseas Education League. In each provincial department of education, except the Maritime provinces and in that of Newfoundland, a member of the staff was appointed provincial secretary of the Overseas Education League with the deputy minister as a member of the executive committee and the minister as a member of the advisory council. The scheme has been transferred to New Zealand, Australia and South Africa. In 1922 there was sent to England 3 teachers from British Columbia, 4 from Alberta, 1 from Saskatchewan, 3 from Manitoba, 26 from Ontario, and one from Quebec, England sending about an equal number to each of these provinces; to Scotland, 3 teachers from Vancouver and 1 from Regina, Scotland sending 10 teachers to Canada; to New Zealand, 1 teacher from British Columbia, 1 from Manitoba and 1 from Ontario; to Australia, 4 teachers from Winnipeg, Australia sending 11 teachers to Canada.

The beneficial tendencies of such a movement can be readily recognized. Its objects, most of which may be gathered from the foregoing account of its activities, include: the furtherance of familiarity with educational systems throughout the empire, or, through the school, the furtherances of good relationship between the different parts of the empire; and the enlistment of a wider interest in the teaching profession. To these are added the perpetuation of the memory of those who died in the war. Its activities include: the organization of official visits of teachers to different parts of the empire; the provision of special facilities for individual travel in the pursuance of special courses of study; the arrangement of interchanges of teachers and school inspectors within the empire; the establishment of a residence in London, England, for teachers from overseas; and the publication of a magazine to further the objects of the League and to provide a medium of intercourse between teachers in different parts of the Empire.

The Canadian National Committee for Mental Hygiene.—In April, 1918, the Canadian National Committee for Mental Hygiene was organized in the city of Ottawa. Its founders were desirous of assisting in a movement for the prevention and control of mental abnormality in the Dominion. It was known that, while Canada spent upwards of six million dollars per annum for the care of insane in mental hospitals, little was done in the way of early treatment and prevention. It was also known that there were approximately sixty thousand feeble-minded individuals in the country of whom 10 p.c., or 6,000, were in urgent need of institutional care, and that provision had been made for less than 2,000. The Committee realized the necessity of improving the standards of mental hospital treatment; of supervising immigration to prevent the admission of the mentally handicapped; of instituting a mental hygiene policy in primary schools for the identification of mentally abnormal children and for the provision of adequate training facilities; of the mental examination of delinquents, prostitutes, unmarried mothers and paupers; of the better training of medical students in mental hygiene, etc.

¹Also General Secretary, Headquarters of the League—11 Kennedy St., Winnipeg.

The National Committee was greatly helped in its work by a study of the experience of the United States National Committee for Mental Hygiene. This latter organization had conducted useful work for a period of ten years and had been a very real factor in stimulating progress. Following the policy of the United States Society, the Canadian Committee employed a staff of trained workers and co-operated with the Federal Government, the various Provincial Governments and other authoritative bodies throughout the Dominion in securing needed facilities for the mentally handicapped.

During the last five years the Canadian Committee has conducted seven Provincial Mental Hygiene Surveys. These studies have included an investigation of mental hospitals, public schools, jails, reformatories, homes for dependents, etc. The aim has been to discover the nature and magnitude of the problem of mental abnormality in each locality, the policy that has been pursued to meet the situation and finally, the preparation of recommendations to the Government involved concerning the establishment of a suitable mental hygiene programme. These surveys have been useful in promoting progress and have stimulated the expenditure of over five million dollars for the erection of new buildings and provision of added equipment. In addition, laws relating to the mentally handicapped have been revised and mental hygiene measures have been incorporated in the policy of public schools, in social service and in connection with the curricula of universities.

From the above account it will be seen that the National Committee has worked along lines of investigation and public education. It has been the policy of the organization to inform the Canadian people concerning the facts of mental abnormality and to attempt to win support for progressive mental hygiene measures. Magazine articles, public lectures and exhibits have been used with great effect. This work is leading to the creation of a sympathetic understanding of the whole problem. In the past, insanity, for example, was looked upon almost in the nature of a disgrace, and, in many cases, patients were treated as if they had committed some crime against society. Through the efforts of the National Committee and other bodies, insanity is now being looked upon as mental disease, and afflicted individuals are beginning to receive the same kindly and intelligent treatment as that which is meted out to those suffering from physical disorders.

In conclusion, it might be stated that Canada was the second country in the world to organize a Mental Hygiene Movement. The work accomplished has been of sufficient interest to attract the attention of people from many lands, and the Dominion has had a share in extending this humanitarian campaign for human betterment to Great Britain, South Africa, Australia, France, Belgium and other countries. (Secretary—Dr. C. M. Hincks, 102 College Street, Toronto.)

Canadian Red Cross Society.—The Canadian Red Cross Society was organized in 1896 in affiliation with the British Red Cross Society. It was incorporated by Act of Parliament in 1909. "To furnish volunteer aid to the sick and wounded of armies in time of war".

The Great War, however, revealed the shockingly poor physical condition of a great proportion of the men of the Empire and indeed of all the nations which took part in it. From one-third to one-half of the men examined were not physically fit for full service in the field. The statesmen of the world, remembering the part the Red Cross had played in the war, turned to the Society as an organization which could help the Governments immensely in the efforts which must be made for the improvement of health and the prevention of disease.

A conference of world authorities on Health was called to meet at Cannes, France, in April, 1919. One of the outstanding conclusions reached by this Conference was to the effect that the Red Cross "will be able by the education of the public and in many other ways, to stimulate, support and aid the Government in its health-work".

Following this the Peace Conference included an Article in the Covenant of the League of Nations which reads—"The members of the League agree to encourage and promote the establishment and co-operation of duly authorized voluntary national Red Cross organizations having as purposes, the improvement of health, the prevention of disease, and the mitigation of suffering throughout the world".

In 1919 an amendment to the Act of Incorporation of the Canadian Red Cross Society was passed by Parliament extending its purposes to include those just mentioned, and in 1922 the Red Cross Act consolidating all former acts became the legislation under which the Society operates.

Since 1919 the Society has developed its peace-time health programme in strict accordance with the spirit of the resolution adopted by the Public Health Experts at Cannes, and the Article in the Covenant of the League of Nations, always emphasizing: *first*, that the Red Cross is an auxiliary to the Government; *second*, that its essential work however done, is the education of the public, and thus the formation of public sentiment, in matters of health.

In doing this the following forms of its work may be mentioned:—

1. As it Promotes the Professional Training of Public Health Nurses.—The Provincial Divisions of the Society have financed and established in their respective Provinces Courses for the training of Public Health Nurses in the following universities—British Columbia, Toronto, Western (London), McGill and Dalhousie. The Saskatchewan Division has made possible the establishment of a Course for Nursing Housekeepers in the University of Saskatchewan and the New Brunswick Division has financed the training given to Public Health Nurses in its Province.

2. *In Co-operation with other Organizations.*—The Society has made grants to National Organizations, through National Headquarters to enable them to organize and continue the educational and other work they were formed to do. Organizations so assisted are—The Canadian Tuberculosis Association, the National Council for Combating Venereal Diseases, the National Committee for Mental Hygiene, the Child Welfare Section of the Canadian Public Health Association.

Provincial Divisions have co-operated fully with the Canadian National Institute for the Blind and have either made grants of money or done valuable work for the Blind. Similar co-operation has been worked out with Provincial Tuberculosis Associations and other organizations.

The Ontario Division made grants to the Ontario Medical Association to assist in carrying Post-graduate Medical education to the general practitioners of the Province. More than 500 speakers have been sent out conveying the latest medical knowledge to all parts of the Province. The hearty interest and approval of the profession is evidenced in many ways and the Association states that the Province of Ontario is in the lead in this kind of work and that the success in Ontario is leading other Provinces and States to follow the same plan. About 3,000 medical men have attended the meetings held and the good accomplished through them cannot be estimated.

The Provincial Divisions generally have assisted many provincial organizations in their health work and Local Branches of the Society have similarly assisted local organizations particularly in Child Welfare and other similar work.

3. *General Educational Work.*—The Society has done much for the general education of the individual in personal hygiene, health habits and home sanitation, as well as in stimulating interest in Public Health measures in promotion of the health of the community. The literature issued in connection with the Membership Enrolment in 1921 was the first nation-wide attempt in this direction. This amounted to over a million copies of pamphlets, posters and other literature. This work has been extended and continued by the publication of a monthly journal with an average circulation over two years of about 150,000, and by issuing pamphlets on health subjects for distribution by the Provincial Divisions.

The Society has also published "The Red Cross Junior", devoted to inculcating health habits in the child and a Junior booklet on Hygiene and Home Nursing.

The same kind of work has been done by the use of lantern slides and motion pictures in lectures for the education of small groups in specific matters of health.

The organization of the Junior Red Cross in the schools is also a most important development in the educational activities of the Red Cross, having in mind the many sides of the movement and its relation to the future citizens of Canada.

4. *The use of the Public Health Nurses who have been trained in the Universities*—Many of the nurses who have been trained in the Universities have been placed at the disposal of Provincial Departments of Health and local municipalities (counties, towns and cities), by various Provincial Divisions of the Society. These nurses have helped to organize Health work in Ontario, have acted as County Nurses in Nova Scotia, New Brunswick and Prince Edward Island and have been placed in charge of Nursing Outposts in Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. Wherever they may be placed they do both educational and nursing work in the schools and the homes of the people.

Trained nurses have also been engaged in British Columbia to organize classes of mothers and young women for the giving of instruction in Home Nursing. This work is to be extended to all the provinces in the near future.

One broad effect of all the general educational work of the Society is the gradual formation of a public sentiment in favour of Public Health measures, thus making it easier for Governments to apply legislation for the betterment of the health of the people. The work which the Red Cross Society has done, or has made it possible for others to do has helped the various provinces of Canada to make great progress in their public health work during the past three years. (General Secretary—Dr. Albert H. Abbott, Toronto).

Junior Red Cross.—Junior Red Cross, simply expressed, is an organization of girls and boys up to 18 years of age, banded together to help themselves and to help each other, chiefly in matters of personal hygiene, the formation of good health habits and sympathetic assistance to crippled children. It is now organized in all the provinces of Canada with a membership of approximately 75,000.

The idea began in Canada, and has now spread to 24 countries of the world. The first branch of which there is a record, was organized in Montreal early in 1914, for the purpose of giving children the privilege of participating in the humanitarian work of the Red Cross. So whole-heartedly did the children respond to this privilege, that those who were in touch with the movement realized its possibilities. At the close of the war, steps were taken to continue and extend the movement, and direct its activities into the peace-time programme of the Red Cross, that is, the improvement of health, the prevention of disease and the mitigation of suffering throughout the world.

Junior Red Cross offers an opportunity of vitalizing theories of education. It is based on and carries into effect fundamental principles of education, viz.—that development comes through the self-activity of the child, that conduct depends largely on habit, and that the period of easy habit formation is during the impressionable period of youth.

The outstanding objects of Junior Red Cross are:—

- (1) Promotion of good health.
- (2) Promotion of humanitarian ideals.
- (3) Promotion of good citizenship.

A very prominent by-product is the promotion of international friendliness.

In the teaching of health, Junior Red Cross supplies the motive of carrying over health knowledge into action and thus on to habit. Because this is his own club, and because there stands behind him the glorious traditions of the national and international Red Cross there comes to the child a strong motive to actually put into practice his health knowledge. It is the inspiration that comes to the child through the spiritual element in the ideals of service of the Red Cross, which makes this motive so much stronger than that supplied by any system of marks or credits, or through any other club.

In order to promote humanitarian ideals, the activities of the members have been directed into the channel of bringing help to physically defective children whose parents are unable to pay for the necessary treatment. Approximately 2,000 children have been treated for various physical defects, and upwards of 5,000 children in rural communities have received dental treatment. The effect on the more fortunate children who are saving their pennies and earning more to make this work possible is at once apparent. They are learning in early life the joy of real service, and responsibility for those who are less fortunate.

Besides learning to protect his own health and that of others, and learning to serve, the members receive additional training in citizenship through the Junior Red Cross. They learn how to conduct meetings in a business-like way and how to speak in public. They learn the great democratic lesson of selecting their own leaders. Resourcefulness is developed in the raising of funds and good business methods and public honesty are learned in the handling of these funds.

Branch correspondence with Junior Red Cross units in other countries is being developed. Through their magazines, the children in one country learn not only about the Junior Red Cross activities in other countries, but they also get glimpses of the customs, thoughts and tastes of the young people in these countries. Through the sympathetic understanding of human values that is thus fostered, international friendliness naturally follows.

With very few exceptions Junior Red Cross is organized and directed by the teachers. The whole organization stands behind the teacher with its support, but the unwelcome element of interference in the class-room from voluntary workers is eliminated. Junior Red Cross, then, is a great educational movement in the schools of Canada, made possible because it has been officially endorsed by the Departments of Education in the several provinces. (*For statistics see page 122*).¹

The Victorian Order of Nurses for Canada.—The Victorian Order of Nurses for Canada was founded under Royal Charter in 1897 by the Countess of Aberdeen, wife of the Governor-General at that time. The main object of the Order was to supply trained nursing to homes which for any reason were unable to obtain it otherwise. In 1901 at the instance of the Countess of Minto the foundation of cottage hospitals in sparsely populated regions, especially in the Northwest Territories, was undertaken and the sum of \$26,300 was raised and expended in this work. Under the programme the Order has opened and operated twenty-four hospitals in out-of-the-way parts of the country, all of which, excepting five still maintained, have been gradually handed over in working order to the local authorities. Since the inception of the Order the scope of the work carried on has constantly developed and broadened and at the present time covers all phases of family and community nursing, including such activities as home, school, industrial and hospital nursing, child welfare, social service, clinics, summer camps and general health education.

The nurses belonging to the Victorian Order are carefully selected graduates of recognized training schools who are given post-graduate training in district nursing by the Order. Originally this training was given at training centres established by the Order but since 1921 thirty scholarships of \$400 each are granted annually to enable graduate nurses to take such courses at Canadian universities.

The Order offers to the people of any community an efficient public health nursing service best fitted to its needs as determined by the local committee in consultation with the proper authorities in that community. The Central Board at Ottawa, through field supervisors, oversees the whole Dominion. At the present time the Order operates at 61 centres and maintains hospitals at Chapeau, North Bay, Cochrane, New Liskeard and Whitby. The number of nurses on active duty is 310 and in 1922 a total of 600,000 visits were made.

While the Order exists primarily for the poor, a great many people who cannot afford the services of a private nurse avail themselves of the visiting service at a fee commensurate with their circumstances. A large part of the revenue of the Order is obtained from this source and is supplemented by grants, donations and subscriptions. Each district finances itself, while the revenue of the Central Office is derived from the interest on an endowment fund of \$335,000 and annual grants of \$5,000 from the Federal Government and \$2,500 from the Province of Ontario. This latter amount must be used, however, for specific purposes in Ontario. (*For statistics see page 122*. Hon. Secretary—H. H. Love, Esq., 281 Sherbourne St., Toronto).

¹ Director—Miss Jean Browne, 410 Sherbourne Street, Toronto.

Boy Scouts Association.—At the 31st of October, 1922, counting all ranks, that is, Wolf Cubs, Scouts, Scoutmasters, etc., the total membership in Canada was 47,893, a gain of 12,292 over the previous report and an increase of over 27,000 since the re-organization of the Dominion Headquarters in 1919.

That the Scouts of Canada have been doing more scouting and better work is indicated by the fact that while 6,787 proficiency badges were issued in 1919 and 14,274 in 1921, a total of 24,836 was issued during 1922.

During 1922 there were 50 instances of heroism, gallantry, and service recognized by the Dominion Medal Board and approved by His Excellency, the Chief Scout for Canada, as follows:—3 bronze crosses, 16 silver crosses, 14 gilt crosses, 5 medals of merit, 12 certificates of merit.

This is the largest number of awards yet reported by the Medal Board for any 12-month period.

During the period June 30, 1921, to Dec. 31, 1922, the total number of warrants issued to scout leaders was 666. (*For statistics see page 123.* Chief Commissioner—Dr. J. W. Robertson, Ottawa.)

Canadian Girl Guides.—The Girl Guide movement was founded by Sir Robert Baden-Powell, the Chief Scout, to afford an attractive scheme of work and play whereby girls should receive a special training in character and efficiency. The training tends in four main directions: (a) character and intelligence, (b) skill and technical knowledge, (c) service for others, and practices planned for the purpose. Development of the individuality of the girl is one of the essential points.

The movement is designed to help parents and teachers in their task of education for good citizenship. It is a non-class, non-political and inter-denominational. A Guide on enrollment promises (1) to be loyal to God and the King, (2) to help others at all times, (3) to obey the Guide Law.

The Guide Law is:—

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is courteous.
6. A Guide is a friend to animals.
7. A Guide obeys orders.
8. A Guide smiles and sings under difficulties.
9. A Guide is thrifty.
10. A Guide is clean in thought, word and deed.

Guides were first organized in Canada in 1910. The Canadian Council of the Girl Guides Association was formed in 1912, and incorporated by Dominion statute in 1917. The Chief Commissioner for Canada is Mrs. H. D. Warren of Toronto, and the Canadian Guide Headquarters are at 22 College Street, Toronto.

The movement now has three distinct branches: Brownies, for girls 8 to 11, Guides for girls 11 to 16, and Rangers for girls over 16. In October, 1923, there were 406 Guide companies, 116 Brownie Packs and 14 Ranger companies active in Canada. Each company or pack manages its own funds, but makes no contribution to Headquarters. The Guides receive a grant from the Dominion Government. (*For statistics see page 123.*)

Indian Education.—During the year ended March 31, 1922, there were in operation a total of 321 Indian schools of which 250 were day schools, 55 boarding and 16 industrial. This represents a decrease of 3 day schools and of 3 boarding schools, and an increase of one industrial school since the previous year. The total enrolment for the year was 13,021 pupils, of whom 6,605 were boys and 6,416 girls, being an increase of 463 over 1921. The enrolment was distributed among the day schools (7,990) boarding schools, (3,234) and industrial schools (1,798). The average attendance was 8,664, or a decrease of 59 over the preceding year. In addition to the above there were about 130 Indian children being provided for and educated in public and private residential schools throughout the Dominion, besides a number attending high schools. The 321 schools in operation during the year were conducted under the following auspices: undenominational, 50 day and 1 industrial; Roman Catholic 85 day, 32 boarding and 9 industrial; Church of England 70 day, 15 boarding and 3 industrial; Methodist 40 day, 1 boarding and 3 industrial; Presbyterian 4 day and 7 boarding; and the Salvation Army 1 day school. The expenditure on Indian education from parliamentary appropriation during the year was \$363,420. In addition to this, various bands of Indians contributed \$56,457 towards the payment of teachers' salaries, etc. (Superintendent—Russell T. Ferrier, Esq., Department of Indian Affairs, Ottawa).

CHAP. IV.—HIGHER EDUCATION

In presenting statistics of higher education (See tables 94 to 107) it may be useful to call attention briefly to three features of the subject: (1) The present general status of higher education as revealed in the latest statistics which are here presented; (2) the probable trend as indicated by a comparison with previous statistics (See the last seven editions of the Canada Year Book and especially a table on page 167 of the Statistical Report on Education in Canada, 1921); and (3), the probable significance of this trend.

I. Higher education in Canada is carried on in 23 universities and 65 colleges, including 21 classical colleges in Quebec. The last mentioned, although officially classed as secondary institutions, offer university courses and carry a number of their students as far as a degree in Arts, the degree being conferred by the Catholic Universities of Quebec. Of the Universities, six are State controlled (New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia); four others are undenominational (Dalhousie, McGill, Queens and Western); while the remaining are denominational, St. Dunstan's, St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa representing the Roman Catholic Church; King's College, Bishop's College and Trinity College representing the Church of England; Acadia and McMaster representing the Baptist Church; and Mount Allison and Victoria representing the Methodist Church. Victoria and Trinity Colleges are in federation with Toronto.

The 65 colleges may be roughly classified as: 6 agricultural, 2 technical, 2 law, 1 dental, 1 veterinary, 1 school for pharmacy, 18 theological, 10 affiliated for Arts and pure Science, 21 classical and 3 miscellaneous. This classification is rough for the reason that a large number of theological and other colleges offer courses in Arts or preparatory courses. Macdonald College, in Quebec, for example, might be classified as both Agricultural and affiliated, or it might be excluded from the list of colleges and considered among the faculties of McGill University. It is included above among the Agricultural Colleges. According to this rough classification, the Agricultural Colleges are: Agricultural College in Nova Scotia; Macdonald, Oka and St. Anne's Colleges in Quebec; Ontario Agricultural College; and Manitoba Agricultural College. The technical colleges are: Nova Scotia Technical College, and Alberta Institute of Technology and Art. The law schools are those of Ontario and Manitoba. The dental, veterinary and pharmaceutical colleges are those so called in Ontario. The theological colleges are: Presbyterian College, and the Holy Heart College in Nova Scotia; The Montreal Diocesan College and the Congregational College in Quebec; Knox, Toronto Bible, Waterloo, Huron and Wycliffe in Ontario; Manitoba College and St. John's in Manitoba; St. Chad's, Presbyterian, and Emmanuel, in Saskatchewan; Robertson and Alberta Colleges in Alberta; and The Anglican Theological College in British Columbia. The affiliated Colleges for Arts, etc., are: Prince of Wales in Prince Edward Island; St. Anne's and St. Mary's in Nova Scotia; The Presbyterian in Quebec; St. Michael's and St. Jérôme's in Ontario; Brandon and Wesley in Manitoba; Edmonton Jesuit in Alberta; and Columbian Methodist College in British Columbia. The miscellaneous colleges are: Ecoles des Hautes Etudes Commerciales in Quebec; and the Ontario College of Art and Royal Military College in Ontario. The Edmonton Jesuit College is a Classical College and associated with Laval University, but the 21 classical colleges above mentioned are all situated in Quebec and affiliated or annexed with the Catholic Universities. The meaning of these terms should be explained. An "affiliated" college in Quebec means a college of which the university has direct control of the courses and degrees; an "annexed" college is one of which the university merely approves the curriculum and by-law, is represented at the examinations and sanctions the diplomas awarded; an "associated" college is an affiliated college situated outside the province.

The number of students registered in Universities during the year 1922 was 10,821 in State controlled institutions (teaching staff, 1,038); 6,704 in other undenominational institutions (staff, 674); and 14,267 in denominational institutions (staff, 1,425); making a grand total of 31,792 with a teaching staff of 3,137. This, however, is the gross registration including duplicate registrations at federated universities, affiliated colleges and preparatory secondary schools. The net figures will be given later. In colleges the gross registration was 3,439, in Agricultural Colleges; 912 in Technical Colleges; 453 in law schools; 1,064 in schools of dentistry, pharmacy and veterinary medicine; 1,122 in theological colleges; 2,724 in colleges affiliated for Arts, etc.; 9,321 in classical colleges and 1,051 in miscellaneous colleges making a grand total of 20,086.

These gross figures require very careful and painstaking handling to arrive at net results, and it is only after considerable search that a very close approximation to net figures can be obtained. In table 98 it is shown that 8,177 registered in universities were also registered in affiliated schools. Some of these schools are included among the 65 colleges, while a larger number are preparatory secondary schools. As these schools are not at present under consideration the chief task is to exclude duplicates between the 23 universities and the 65 colleges.*

The net result after excluding these duplicates was 49,900 in both universities and colleges. These included 8,322 in preparatory courses offered at 23 institutions (out of 88); 10,282 undergraduates in Arts and pure Science; 1,091 in graduate courses; 3,295 in medicine; 2,567 in engineering and applied science; 1,227 in music; 1,577 in theology; 488 in social science; 915 in commerce; 1,095 in law; 525 in pharmacy; 250 in banking; 1,258 in dentistry; 52 in architecture; 1,570 in agriculture; 668 in pedagogy; 589 in household science; 212 in nursing; 107 in forestry; 162 in veterinary medicine; 2,035 in summer schools for teachers; 1,615 in summer schools for other than teachers; 4,097 in other short courses (including secondary technical work in one technical college); 1,747 in correspondence; and 511 in all other courses; and 9,502 in classical colleges from which a certain number, about 1,800, already included in Arts might be deducted. The difference between the sum of these figures and the net total given above is due to duplication of courses. It will be noticed that outside of Arts, etc., the largest registration is to be found in

*For a net result as between universities, colleges and secondary preparatory schools see table 1. To secure this final net result it was found necessary to use 1921 figures in the case of one province. Including classical colleges and extra mural courses in agriculture the net total for all university and college registration was 62,687.

medicine, engineering and short courses other than agriculture, the last of which registers over 7,000 students. These figures do not include over 14,000 extra mural students in agriculture in connection with the university of Saskatchewan. Table I shows that the grand total in short courses was 24,082. It will also be noticed that excluding preparatory courses, the first ten in order of size are: (1) Arts, etc., (2) Short Courses other than Agriculture, (3) Medicine, (4) Engineering, (5) Correspondence, (6) Theology, (7) Agriculture, (8) Dentistry, (9) Music and (10) Pharmacy—each of which registers over a thousand students. Attention is particularly called to the registration in summer schools for teachers, as this may have great significance.

The number of students receiving first degrees conferred by universities during the year was 3,248, and of graduate degrees 644. The latter degrees were conferred by 21 institutions, but 217, or nearly half, were conferred by 2 institutions, Toronto and Montreal, while 484 or 74 per cent were conferred by 4 institutions—Toronto, Montreal, Laval and Ottawa. In these four institutions the graduate degrees were conferred in the following faculties or courses: Arts 96; Pure Science 7; Letters 7; Philosophy 43; Commerce 40; Education 3; Agriculture 16; Applied Science and Engineering 30; Forestry 3; Law 53; Architecture 6; Medicine 82; Dentistry 28; Music 1; Pharmacy 19; Veterinary Medicine 5; Theology 46; and Social Science 7. The difference between the sum of these figures and the total of 484 is due to duplication between courses. Of these graduate degrees, 7 were honorary. It is clear from the above figures that with the exception of degrees in Arts, Pure Science, Letters, Philosophy and Education (155 in all), these degrees are not graduate degrees in the ordinary sense of the term; that is, degrees conferred for advanced work in a course from which the student has already graduated and received a first degree—but such degrees as M.D., etc., which are really first degrees in Medicine, etc., but are conferred on students who have already received the degree of B.A., B.Sc., etc. Table 96 shows the nature of the degrees conferred by each university.

Two other features in connection with the latest statistics remain to be mentioned—the migration of students from one province to higher institutions in another province and the financial statistics. In universities there were 4,484 students, and in colleges 1,359 students who were residents of a different province (or country) from that in which the institution was located. Of these, 1,027 in universities and 293 in colleges were non-Canadians. Universities in Quebec, Ontario and Saskatchewan attracted students from every other province in Canada, while universities in Nova Scotia, Quebec, Ontario and Manitoba attracted more students from elsewhere than they lost to other provinces. It is noticeable that the least migratory of all the university students during the year were those of Manitoba, as is indicated at least by absolute figures, since there were only 152 residents of Manitoba attending universities in other provinces. The financial statistics show that the income of both universities and colleges was \$12,075,047 of which \$5,148,626 was in Government and Municipal grants and \$2,577,239 in fees; the corresponding figures for Universities alone being \$9,609,830; \$4,527,116 and \$1,994,076 respectively. The total expenditure for both classes of institutions was \$13,796,803 of which \$9,849,707 was current. The government and municipal grants to universities were distributed as follows: \$4,041,680 to State controlled universities, \$257,305 to other undenominational universities.

II. Comparing the figures for higher education with those of the preceding year it is noticeable that increases are shown in the registration in the following faculties or courses: Arts, Pure Science, etc. (graduate courses), Medicine, Music, Commerce, Law, Dentistry, Agriculture, Education, Forestry, Summer Schools for Teachers, Summer Schools for Other than Teachers, Other Short Courses and Correspondence Courses. The increases in Agriculture and summer schools for teachers and others, and in other short courses are very large. Slight decreases are shown in engineering and applied science, theology, social service, pharmacy, banking, architecture and household science. A considerable decrease is shown in the case of preparatory courses. This is probably due to the fact that some of these preparatory courses were offered to returned soldiers, and were withdrawn as soon as their purpose was fulfilled. The data for former years are not sufficient to justify a conclusion as to whether the figures showing these increases and decreases are points in a trend or are merely descriptive of the two years in question. A conclusion is especially unwarrantable in the case of the older faculties, but there would seem to be some justification for an inference in the cases of comparatively new faculties or courses.

III. The most noteworthy increases are shown by Agriculture Summer Schools and Other Short Courses. There can be little danger in concluding that the increase shown in these movements is most significant. The registration in summer schools for teachers was almost quadrupled; in other summer schools it was increased eight times; and in other short courses it was trebled; since the preceding year. The university is evidently reaching out to all parts of the community. An opportunity is being presented for some university education to all who have gone on far enough in their school days to be able to avail themselves of this opportunity. This opportunity is being well exploited. Particularly significant is the increase in the attendance at Summer Schools for teachers. The possibilities of this movement are at present difficult to estimate. In the first place, the teacher who thus takes advantage of this opportunity must be of the right material. In the second place, methods of scientific study given to such a teacher from the university and the ideas on matter given back to the university by the teacher in turn should eventually form a happy combination for the advancement of science. In the third place, the freshening effects upon the teacher of alternating between theory and practice should have a most salutary influence upon the school to which the teacher returns; in the fourth place, the opportunities for taking practical courses in school hygiene, domestic science, etc. should add very considerably to the value of such a teacher in the eyes of employers.

CHAP. V.—PRIVATE SCHOOLS

Section 13 (tables 108 to 122) includes the statistics of two classes of private schools: (1) elementary and secondary schools which do the same class of work as ordinary day schools under public control (that is, purely academic work); and (2) business colleges, the function of which is to give training in commercial subjects, the training being of a purely vocational nature. The distinction between the two classes is not always hard and fast, as may be seen in tables 109 and 122, showing the subjects of study in the two kinds of schools. These may also be compared with Table 56 showing the subjects of study in publicly controlled schools. In some cases private elementary and secondary schools offer vocational courses and the tendency to do this seems to be increasing, so that some of the largest of these schools have more than half of their pupils in commercial work. Nearly all of the business colleges, on the other hand, offer some purely academic training.

For the year ended June, 1922 reports were received from 121 private elementary and secondary schools and 133 business colleges. The enrolment in the former was 17,399 (6,565 boys and 10,834 girls) of whom 6,425 were in residence; the enrolment in the latter was 23,949 (9,177 male, 11,469 female the rest being unspecified by sex). It is noticeable that there is a preponderance of the female sex in both classes of private schools, and that in the private elementary and secondary schools females are in a majority of almost two to one.

A comparison between the subjects of study taken at these schools and at public schools is very illustrative. A good way to make this comparison would seem to be to arrange the number taking the different subjects in order of size in the different classes of institutions. The figures for these are available in tables 56, 109 and 122. The order of size of the number taking them is as follows:

	Private Elementary and Secondary Schools	Secondary Public Schools	Private Business Colleges
1...	English	English	Shorthand.
2...	Algebra	Algebra	Spelling.
3...	French	History	Typewriting.
4...	Latin	Arithmetic	Penmanship.
5...	Physical Culture	French	Correspondence.
6...	Geometry	Geometry	Office routine.
7...	Music	Latin	Rapid calculation.
8...	Arithmetic	Physical culture	Business papers.
9...	British History	Gen. Geography	Filing.
10...	Canadian History	Art	Book-keeping.
11...	Physics	Botany	Commercial arithmetic.
12...	Chemistry	Physics	Business Practice.
13...	Civics	Chemistry	Commercial law.
14...	General Geography	Zoology	English Composition.
15...	Oral French	Manual training	Adding machine.
16...	Church History	Household Science	Secretarial duties.
17...	Ancient History	Book-keeping	Banking.
18...	Physical Geography	Shorthand	Arithmetic.
19...	Art	Typewriting	Mimeograph.
20...	Botany	Trigonometry	Auditing.
21...	Elementary Science	Elementary Science	Rapid Calculator.
22...	Elocution	Physiology	French.
23...	Domestic Science	Military drill	Dictaphone.
24...	Military drill	Agriculture	Business management.
25...	Religious instruction	German	English Literature.
26...	Trigonometry	Music	Mechanical Book-keeping.
27...	German	Practical Mathematics	Commercial Geography.
28...	Shorthand	Business law	Economic Geography.
29...	Typewriting	Industrial work	Civics.
30...	European History	Greek	Posting machine.
31...	Book-keeping	Spanish	History of Commerce and Industry.
32...	Zoology		Slide rule.
33...	Business law		Economic theory.
34...	Mechanical drawing		
35...	Psychology		
36...	Physiology		
37...	Manual training		
38...	Greek		
39...	Spanish		
40...	Agriculture		
41...	French History		
42...	Oral Spanish		
43...	Italian		
44...	Swedish		

It is noticeable that the first half, containing by far the greater number of pupils includes in the case of both private and public secondary schools nearly all subjects offered by departments of education and universities for teachers' non-professional and matriculation examinations. This shows how far private schools are influenced by departments and by the university. It would seem, however, that private secondary schools emphasize foreign language and purely academic subjects even more than public secondary schools.

The peculiar advantage and opportunity of the private elementary and secondary schools is shown by the proportion of teachers to pupils, and by the distribution by grades according to ages. For the 17,399 pupils there are 1,089 teachers, or one teacher to 16 pupils as against one teacher to about 40 pupils in the public schools. This opportunity for individual training is of the greatest importance. Again, the distribution by grade at each age as shown in tables 111 to 119 and particularly by table 14, which gives the distribution in a number of private schools side by side with the distribution of nearly a million pupils in public and private schools, indicates that there is a selection of material attending some of these private schools. One school shows this selection so markedly that its distribution is given in the section on Special Education (page 122) to illustrate how the private school could function for the specialized education of supernormals. If retardation and acceleration of children between 7 and 13 in this school are based upon the same ages as those discussed on page 11 in reference to table 13, the following facts are noticeable.

Number Retarded		Number Accelerated	
1 year.....	0	44 or 20.6 p.c. of the total.	
2 years.....	0	85 or 40 p.c. of the total.	
3 years or more.....	0	84 or 39.4 p.c. of the total.	
Total.....	0	213 or 100 p.c.	

	Per cent of Total Retarded		Per cent of Total Accelerated	
	All schools	Sample private schools	All schools	Sample Private schools
1 year or more.....	23.8	0	19.4	20.6
2 years.....	9.9	0	6.5	40.0
3 years or more.....	4.1	0	2.3	39.4
Total.....	37.8	0	28.2	100.0

Age	Median Grade	
	All schools	Sample private school
7.....	1.58	.....
8.....	2.17	5.50
9.....	2.87	5.50
10.....	3.89	5.89
11.....	4.74	6.75
12.....	5.60	8.06
13.....	6.53	9.02

There are indications that the above distribution is largely due to the nature of the sample of children. Since there are no children under the age of 8, and since those at the age of 8 are in Grade V, it is clear that their earliest education must have been received elsewhere, and that practically all of them are exceptionally bright children.

APPENDIX.—SUMMARY OF EDUCATIONAL LEGISLATION IN THE DIFFERENT PROVINCES, 1922

PRINCE EDWARD ISLAND

(Nil)

NOVA SCOTIA

Education Act.—Chapter 39 amends chapter 9 of 1918 by increasing the limit of the number of yearly instalments by which a trustee board is to repay borrowed money from twelve to twenty; it adds to the expense that may be added to the sectional school rates repayment of the cost of "sending representatives to any convention authorized under a regulation of the Council"; it raises the limit of annuity which may be payable to teachers or inspectors under the Act of 1918 from \$600 to \$1,000; "Every board and the trustees of every section shall before the first day of September in every year, ascertain the name and age of every child or person from the age of four years to eighteen years residing in the school section, and the name of the parent of person, and the address, and enter the same in a book to be kept on record"; it also renders more stringent the section forbidding the employment of children under 16 during school hours by substituting for "no child . . . shall be employed by any person to labour . . ." to "no child . . . shall be allowed or permitted by any person to labour . . .".

NEW BRUNSWICK

Schools Act.—Chapters 5-12, George V, 1922 replaces chapter 50 of the Consolidated Statutes, 1903.

The Board of Education consists of the Lieutenant-Governor, the Members of the Executive Council, the Chancellor of the University of New Brunswick and the Chief Superintendent of Education. It has power to establish and work a *Normal School* with model departments, one half the gross salaries of the teachers of the latter to be paid by the city of Fredericton; to *make loans* to qualified and approved students to enable them to complete a course at the Provincial Normal School and to make allowances up to \$24 to anyone for the travelling expenses of students; to create *Inspectional Districts*, and to appoint qualified inspectors for the same up to 8, with salary up to \$2,000 with a limit of \$500 annually for travelling expenses, etc.; to divide the province into school districts and create new districts, no district to contain less than 50 resident children between 6 and 16 years unless the area shall contain $3\frac{1}{2}$ square miles; to make regulations for the organization, government and discipline of schools, also in respect of school premises, classification of schools and teachers, appointment of examiners of teachers and council licenses; to prescribe text books and apparatus, etc. for schools, and courses and standards of study; to determine all appeals from decisions of inspectors; to prepare and publish regulations under which money may be drawn and expended; to provide school privileges for any district in which it has not been possible to secure an acting board of trustees; to authorize the inspector to assume duties of trustees of such district; to vest all moneys, etc. belonging to a district which may have become disorganized and hold it in trust for the benefit of claimants. The *Chief Superintendent* (under Board of Education) has as duties: to supervise and direct inspectors; to enforce the provisions of the Act and regulations and decisions; to apportion the County School Fund in accordance with the Act; to prepare an annual report; as president of the Senate of the University to preside when present at the meetings of the Trustees and to call special meetings. The *inspector* is to examine and report on the schools and premises; to furnish trustees and teachers with information about the Act; to advise teachers in their duties; to aid the Chief Superintendent in carrying out a uniform system of education; to appoint a trustee or trustees in certain cases; to determine and report the districts entitled during the following year to poor aid.

Mode of Support.—The salaries of teachers shall be provided for from: (1) *the provincial treasury*, (2) *the County school fund* and (3) *District Assessment*. All other items of fixed or current expenditure are to be provided for by district or local assessment, and the purchase of school houses, etc., may be provided for by loans extending not more than seven years unless by special act.

Provincial Aid and Minimum Salaries.—The rates to qualified teachers are to be: 1st class, for the first two years \$135 per year; after two up to the end of seven years \$150 and after seven years \$175; of the 2nd class; \$108 the first two years and \$120 from two to seven and after, \$140; of the 3rd class, \$81 the first two, \$90 from two to seven and \$100 thereafter; *Assistant teachers* if provided with classroom separate from school room but in the same building and regularly employed at least four hours a day shall receive one half the foregoing sums according to class; the amounts shall be paid half yearly and ratably.

In school districts having a valuation of \$20,000 or under, the minimum salary from all sources shall be \$500; with valuation over \$20,000 to under \$50,000, \$600; valuation \$50,000 and over, \$700. The Board of Education may withhold grants from trustees or teachers who give or accept less than minimum salaries.

The school districts which shall make provision for *retarded pupils* may be granted up to \$100 for each approved department for the purpose; the teacher taking special approved training for this work may be allowed up to \$100.

County Assessment in aid of schools.—An amount of 60 cents for each inhabitant of the County is to be assessed together with an amount not exceeding 10 per cent for probable loss and expense by the County Secretary; this is to be apportioned by the Superintendent, one-half at the close of each half year, towards the payment of teachers' salaries as follows: the sum of \$60 (or pro rata according to time taught) to each trustee board for each qualified teacher; the balance, less certain amounts to be paid to schools for Deaf and Blind, is to be apportioned according to the attendance of the school as compared with the attendance of the rest of the County for the half-year term.

District assessment: (1) upon every male (except clergymen) between 21 and 60 resident one month, is levied, \$1 as poll tax; (2) the balance of sum authorized is to be levied upon property and income.

Aid to Poor Districts.—Districts entitled to poor aid may be allowed on the classification of teachers' salaries, special provincial aid not exceeding one half more than is awarded other districts; they may also be allowed from the County Fund not more than double the amount for attendance of the pupils that is paid to other districts; the maximum amount from the County Fund in poor districts for each teacher is \$120 a year except when the valuation is \$5,000 or under in which case special provision may be made.

The School District.—May elect trustees, and an auditor (not a trustee of district) and determine on all questions of local or district support of schools; it may elect annually and provide expenses for one or more representatives to *Teachers' or Trustees Institutes*. An annual school meeting is to be held on the second Monday in July; persons allowed to vote at any school meeting must be ratepayers, resident in district who have paid all district school rates for the preceding year.

School Accommodation.—A district having 50 pupils or under must provide a house with one teacher; with 50 to 80 pupils "a house" and a "class room" with one teacher and an assistant; with 80 to 100, a house and two classrooms with one teacher and two assistants, or a house with two apartments, one primary and one for advanced work with two teachers, or in certain cases two houses may be provided in different parts of the district, one for younger children and the other for more advanced; from 100 to 150, a house with two apartments and a class room with two teachers and, if necessary, an assistant, or if the district be long and narrow, three houses, etc.; from 150 to 200, a house with three apartments and at least one classroom, with three teachers, and if necessary an assistant; from 200 upwards a house or houses with sufficient accommodation for different grades of primary and advanced schools so that in districts with 600 and upwards, the ratio of pupils in the primary, advanced and high school departments shall be about 8, 3, and 1.

In the case of remoteness of children from school houses the ratepayers may vote for *conveyance*; whenever a majority of the ratepayers of two or more contiguous districts agree to *unite* for the purpose of establishing a *district school* and providing conveyance, there shall, after approval, be granted by the province up to *one-half of the total expenses on account of such conveyance*; the Board of Education may *order the union* of two or more contiguous districts, and the conveyance of children; whenever three or more districts unite as above the board of trustees may be increased to seven; the Board of Education may set aside in any year \$5,000 to provide school privilege for *isolated pupils*, using same in paying board of such pupils in districts schools or providing for their conveyance.

The *Board of School Trustees* are empowered and duty bound to provide school privileges free of charge to all residents from 6 to 20 years of age, and persons over 20 may attend if there is accommodation; to regulate the attendance of pupils in the several departments according to attainments; to provide children with necessary school books if parent, etc. fails to provide them, and collect amount from responsible persons, unless exempted as indigent; to provide prizes but not for proficiency in particular school subjects; to refuse admission to unvaccinated children. The teacher is to collect information as to the number of families in district, the number of children of school age, the number of absentees, the cause, etc.

Superior and Grammar Schools.—One superior school may be established in each county for every 6,000 inhabitants and a majority fraction thereof; or one additional under certain circumstances; one "*County Grammar School*" may be established in each county; should a grammar school not be established within a county, the Board of Education may establish instead an additional Superior school, but a Grammar school and a Superior school may not be established in the same parish except under stated conditions; the provincial aid to a teacher of a Superior school having Superior or Grammar license is \$250 the first seven years, and thereafter \$275, provided the trustees pay not less than this; to the teacher of a County Grammar School holding a Grammar school license and doing prescribed work, \$350 for the first 7 years and thereafter \$400; however, not more than four teachers of a Grammar school shall receive the Grammar School Grant. All these schools shall participate in the County fund on the same principles as other schools; superior schools in grades seven up shall be free to all pupils residing in the parish or parishes where situated; county grammar schools in grade nine up shall be free to the pupils of the county. The Board of Education may grant an amount equal to one half the amount expended by a district in establishing a library to a limit of \$20 in one year.

Character of Schools.—All shall be non-sectarian. The board in city or town where there are more than 2,000 children enrolled may employ a superintendent of schools; in case the number of children (exclusive of blind or deaf or deaf mutes) between 6 and 20 does not exceed 12 or when the average attendance falls below 6, no school shall be established or continue to be maintained, unless by special permission, provided annual school meeting continues to be held and at each meeting amounts be voted as will be sufficient to convey, if necessary, the children to the most accessible school districts and pay rates charged there.

Manual Training and Nature Study.—For accommodation and instruction in manual training grants not less than one-half total expenses for necessary equipment are provided; a qualified manual training teacher shall be granted \$50 in addition to the ordinary provincial grant; if he gives instruction in several schools and full time he shall be granted \$200 per annum. Travelling expenses are paid to teachers taking a course at approved manual training school in the same way as to normal school students; licensed teachers qualified to give instruction in nature lessons in connection with school gardens and giving instructions therein are entitled to payment from the Dominion Grant for Agricultural Instruction, and trustees may be paid from the same grant to assist in caring for school gardens, etc. The work shall be under the general supervision of a Director of Elementary Agricultural Education under the general control of the Minister of Agriculture, but so far as his work relates to the public schools the director shall act under the direction of the Superintendent of Education. Scholarships of the value of \$50 each to females and \$75 to males may be granted to teachers on nomination for a three months' course at such an institute as Macdonald Institute, Guelph, etc.

Consolidated Schools.—If three or more contiguous districts unite by order for the purpose of establishing a central school, with a school garden and provisions for manual training in addition to the ordinary course of study and also provision for conveyance, a grant may be made to such in addition to the grants already mentioned for conveyance and manual training, of a sum up to \$1,000 a year, the aggregate grant to all districts in the province not to exceed \$7,000 in any one year.

QUEBEC

University of Bishop's College.—Chapter 4 authorizes the province to grant to the University of Bishop's College a sum of not more than \$100,000 payable in annual instalments of \$20,000 each out of the consolidated revenue fund.

Classical Colleges Subsidies Act.—Chapter 5 defines classical college as comprising any presently existing institution of secondary instruction, recognized as such by the Catholic Committee of the Council of Public Instruction. The Lieutenant-Governor in Council may allot annually for the purposes of the act a sum not exceeding \$230,000 payable out of the consolidated revenue fund, and at the end of each school year a subsidy of \$10,000 may be granted out of the sum to each of the duly recognized classical colleges. The Lieutenant-Governor in Council may annually place at the disposal of the Protestant Committee of Public Instruction for distribution among the Protestant Schools a sum not exceeding \$40,000 payable out of the annual allotment mentioned. The annual subsidy to classical colleges shall be devoted to the equipment or creation of cabinets and laboratories of science, to the purchase of books and in general to the perfecting of secondary instruction. Every subsidized classical college shall in so far as possible send every year to the Superior Normal Schools of Quebec, Montreal or elsewhere, *pupils or professors destined for the teaching of secondary instruction* in order that they may qualify for the diplomas therein awarded. A classical college may apply a part of the subsidy to the payment of the *free tuition which it has given poor pupils* during the scholastic year. At the end of each school year every subsidized classical college shall transmit to the Superintendent of Public Instruction a statement indicating the names of its professors holding diplomas from a superior normal school.

Education Act.—Chapter 46 amends the Education Act, Revised Statutes of 1909 and amendments as follows: "public school," or "school under control" means every school under control of commissioners or trustees; "Subsidized school" means any private school receiving a grant from the Government out of the funds voted for education; "*primary, elementary school*" and "*primary complementary school*" mean every school of one or the other of such grades whose course of studies are delivered by the Catholic Committee of the Council of Public Instruction; "*Elementary school*" any primary elementary school; "*Model school*" any primary intermediate school; "*Academy school*" or "*Academy*" any primary superior school whose course of studies is determined by the Protestant Committee of the Council of Public Institution. Each committee shall make regulations (subject to provincial approval) to determine what constitutes each of the schools mentioned and also what constitutes an *infant school*. The diplomas awarded heretofore by the Central Board of Catholic Examiners for the *elementary and model schools* entitle the holders thereof to teach in every *primary elementary school*, and those awarded for an academy school entitle the holders thereof to teach in every *primary complementary school*. Any child may attend the primary complementary school, or the model school or academy in his municipality, but no child residing outside the district in which the school is situated may attend if he has not the attainments required for following the courses thereof. Every primary complementary school and every model school or academy, as well as every school established in virtue

of articles 2766 and 2767 (that is, girl's schools established by commissioners or trustees in their municipality distinct from those for boys, or boy's distinct from girl's, or schools belonging to religious orders placed under the management of commissioners or trustees) is considered a *school district*. The monthly fees fixed by commissioners and trustees shall be uniform for all elementary or primary elementary schools in the same municipality. In the elementary or primary elementary schools, etc., fees shall in no case exceed 50 cents a month or be less than 5 cents a month, but they may be higher for a primary complementary school, a model school or an academy. The monthly fee is exacted for each child from 7 to 14 years of age whether he attends school or not unless exempted for stated reasons (indigence, deaf, dumb or blind, illness, absence from municipality for the purpose of receiving education, following the course as boarders, etc.) and for each child from 5 to 7 or from 14 to 16 who attends the school or for any pupil from 16 to 18 who attends a primary complementary school or a model school or academy. But no child from 7 to 14 shall be excluded from school for non-payment of monthly fees. If it is necessary to levy assessment to purchase or enlarge a site, to build, rebuild, etc., in the case of a primary complementary school or a model school or academy, the district in which the school is situated is first assessed for an amount which would have been necessary for an elementary school or a primary elementary school; the additional sum required shall then be levied on the whole municipality, the district also paying its share. Two or more school municipalities *may unite* to build or maintain a school which shall then be under the control of the school corporation of the municipality on which it is situated, but the school commissioners or trustees of the other municipality or municipalities shall have a right to representations (full, unless there is a contrary agreement) and discussions and vote at all meetings or in all questions respecting the administration of the affairs of such school. By article 2944 the Lieutenant-Governor in Council was empowered to appropriate for elementary school purposes 2,500,000 acres of public lands, the money arising from the sale of such to be invested and applied towards creating a capital sum sufficient, at the rate of 4 p.c. per annum interest, to produce a clear sum of \$180,000 annually, such capital and income to form the *school fund*, the capital to be invested in federal or provincial debentures or inscribed stock. By the Act of 1922 the income shall be applied "in promoting elementary instruction in poor municipalities, aiding schools for the benefit of the working classes; in cities and towns aiding the establishment, by school commissioners, of primary complementary schools and poor municipalities, to the amount of \$20,000, improving the conditions of school teachers, supplying school-books gratuitously, and generally providing for the more efficient diffusion of elementary education throughout the province." The *Catholic Normal Schools* shall grant diplomas for primary, elementary and primary complementary schools, and Protestant Normal Schools, for elementary schools, model schools or primary intermediate schools, and the academic or primary superior schools, and the Superintendent shall grant a diploma of qualifications to any pupil of a normal school who has obtained therefrom a certificate of successful completion of a prescribed course of study. School commissioners or trustees may combine to establish one or more primary complementary schools or academies.

Elementary School Fund.—Chapter 47 amends article 2947, Revised Statute 909 by providing that until the elementary school fund produces a net yearly income of \$150,000 there shall be granted by His Majesty yearly the sum of \$200,000 (instead of \$150,000) out of the consolidated revenue fund.

Professional Courses Act.—Chapter 54 empowers the Lieutenant-Governor in Council by means of special annual subsidies to encourage the establishment and maintenance of *professional courses in any school municipality*; no subsidy shall be paid in a public school unless an equal amount, at least, has been spent for the same purposes in such school; municipal corporations are authorized to pass by-laws providing for the granting and payment of the moneys which they are obliged to supply in order to have the right to the special subsidy aforesaid; the professional courses shall be subject to the supervision and inspection of any official appointed for such purpose by the Provincial Government which shall also approve of the appointment of directors and professors for such courses. Only public schools shall reap the advantages of this Act.

School of Fine Arts in Quebec and Montreal.—Chapter 55 empowers the Lieutenant-Governor in Council to establish a *school of fine arts* in each of the cities of Quebec and Montreal, and for their proper working appoint a superior council of fine arts of 5 members appointed for three years; certain other officers and the necessary staff.

Literary or Scientific Competition Act.—Chapter 55 empowers the establishment of annual literary and scientific competitions and a sum of \$5,000 shall be appropriated annually for such purposes.

ONTARIO

The Department of Education Act.—This Act is amended by Chapter 98, Section 2 of 1922, in regard to the appointment of the general grant to rural public and separate schools with the intention of providing a more equitable mode of distribution by allowing the Minister to take into account the special circumstances of any particular school. Another amendment provides that for the purpose of the appointment of grants under section 6 of the Act, the Minister, subject to the regulations and the provincial Government's approval, may declare that public and separate schools in any village, or in a town having a population of not more than 2,000 shall be deemed rural public and separate schools.

The Public Schools Act.—As amended in 1921 provided for the setting apart a township school area formed from any part of the township lying contiguous to a city or town, and for enabling the board of the township school area to make arrangements with the urban board for mutual accommodation for public school purposes by the joint use of schools, and that all property vested in the board of any school section included in the township school area should become the property of the board of the township school area. Chapter 98 of 1922 provides that the township school area shall be responsible for and shall discharge all liabilities and obligations of each of the school sections included therein, and the indebtedness of the board of any school section shall be provided for by a general rate levied upon all property liable to taxation for public school purposes in such township school area. A further amendment to the Act permits the formation of *union school sections* including an urban municipality so as to provide for cases where there is a considerable population which can be secured by the urban municipality. The said union school section may now be found consisting of a part of a township or parts of two or more townships and an adjoining city or separated town where the suburban school section approves of such annexation, or in each of such sections, regularly called, and if such union is also approved by the urban board. Another amendment provides for the admission of a non-resident pupil to a school, if the inspector reports that the accommodation is sufficient for the admission of such pupil, and that the school is more accessible to him than the school in the section in which he resides, and the parent or guardian shall in such case be liable for the payment of all rates assessed on his taxable property for the section in which he resides, but the board of that section must remit to him any rates so payable to the extent of the amount of fees paid to the board of the neighbouring section.

The Consolidated Schools Act.—is amended to provide that where a consolidated school area includes an urban municipality and a rural school section or sections or parts thereof, application for the issue of debentures shall be made by the board of the consolidated school area to the Council of each urban municipality, and the provisions already in force as to the issue of debentures in an urban municipality shall be applicable.

The High Schools Act.—is amended so as to permit the council of any county, on petition of two-thirds of the ratepayers of any municipality or part thereof *not separated* from such county and contiguous to any high school district or village or to a town in such county, by by-law to unite such municipality or part thereof to such district, village or town for high school purposes, the union to take effect on the first of January next following the expiration of six months after passing the by-law. A further amendment to the High Schools Act provides for the establishment of a township in a provincial federal district as a high school district, the board of which shall consist of six members appointed by the council of the township. The high schools Act is further amended in respect to the provision for maintenance of county pupils from municipality outside high school district; in the case of a municipality not wholly included in a high school district, the special provision for assessment for high school purposes of outside municipalities shall be confined to the part which is not included within the high school district, providing that such maintenance shall not be payable where the county council pays a maintenance grant instead of the equivalent apportioned out of the amount of the legislative grant.

The Industrial Education Act of 1920.—Sections 17 and 20, are declared to be still in force and to be part of The Vocational Act of 1921.

The School Attendance Act.—The Council of every township shall appoint a school attendance officer or officers, but this appointment shall not affect the powers and duties of the provincial attendance officer; in territory without municipal organization or in unsurveyed territory a board of public or separate school trustees may appoint a school attendance officer, and in the case of any public or separate school in which not less than 5 teachers are employed the trustee board may appoint a school attendance officer.

The Teachers' and Inspectors' Superannuation Act.—Changes in this Act make the years of employment completed prior to the first of April, 1917 count each as a half year of employment, and entitle the personal representative of a teacher or inspector who dies while engaged in the profession, to receive a sum equal to the total amount contributed by him to the fund with interest at 5 per cent.

The Schools for the Deaf and Blind Act.—has been amended so that the regulations may provide for transportation and for the necessary expenses for clothing and for residence during vacation of indigent pupils out of the funds of the municipality which is empowered to recover money so disbursed from the persons responsible therefor.

Separate Schools Act.—is amended to empower the board in towns divided into wards to limit the number of trustees by six; where a resolution to this effect has been adopted the election shall thereafter be by vote of the separate school ratepayers of the whole municipality; the number of existing trustees to retire in order to admit the election of these new trustees at the next annual election may be determined by lot; thereafter three new trustees shall be elected annually.

The School Sites Act.—has been amended so as to enable boards of separate school trustees to exercise the same rights with regard to expropriation as those now enjoyed by public school boards.

MANITOBA

Child Welfare.—Chapter 2 consolidates the laws relating to children. It provides for a Department of Public Welfare and the appointment of a Minister of Public Welfare, under whom there may be appointed a Director of Child Welfare to administer and enforce the provisions of the Act. Under his supervision and control there may be established a Receiving Home or Homes into which may be received any Neglected and Feeble Minded Children and any child who has been made a ward of a Province. Provision is made for the appointment on the staff, of a Medical Officer who shall be a trained Psychiatrist. A Board, consisting of not less than five or more than seven, of which the Director and Psychiatrist shall be members, to be known as the Board of Selection, is provided for with such duties as making a study of the physical, mental and moral status of children who are wards of the Province, and of making recommendations to the Minister of Public Welfare.

The establishment of Juvenile Courts under the provisions of the "Juvenile Delinquents Act, 1908," (Canada) is arranged for, and powers given to the Lieutenant Governor-in-Council for the appointment of the officers of such Courts.

Parts III, IV, VI and VII of the Child Welfare Act provide for dealing with Neglected Children. Children whose parents are not legally married to each other, Feeble Minded and other Mentally defective children, Handicapped Children and Immigrant Children, respectively.

An extended definition of Neglected Children makes that term include all who are found abandoned or deserted, or in vicious company, or subject to neglect, cruelty or depravity of parents, or begging, or without salutary parental control, or employed contrary to law, or frequenting forbidden resorts, or are guilty of improper language or conduct. No such child may be confined in jail or police station. The general public is excluded from the hearing of such cases.

In the Part dealing with "children whose parents have not been legally married to each other" the word "illegitimate" has been dropped from the legislation. In this Part provision is made for establishing paternity and for making orders upon the father for support of the child and expenses of the mother at the time of the child's birth.

The Part dealing with Feeble Minded children follows the British legislation in defining three classes of Mentally Defective children, namely: Idiot, Imbecile, and Moron; and makes provision for examination, training and care suited to such children.

Part VI, which deals with Handicapped children, lays upon the Director the duty of obtaining information respecting children who are physically handicapped, and gives authority to the Minister to take steps to have the needs of such children studied and special education provided.

"Immigrant Child" is defined as a child who has been brought into the Province by any organization or agent for the purpose of settlement in the Province. An agency bringing children into the Province is required to make a cash deposit with the Department of \$500, or furnish satisfactory security. Provision is made for enrolling immigrant children as Wards of the Province and for supervision of them on the same basis as that provided for Neglected Children who have been adopted.

Part VIII provides for the establishment of Child Welfare organizations whose powers are defined and rights protected.

Parts IX and X deal with Adoption of children and Guardianship of children respectively. It is provided that adoption must be approved by the Director and that adopted children shall be duly visited and inspected. Provision is made for a Decree of Absolute Adoption by a County Court Judge after a child has been adopted for a period of one year or more. Under Guardianship of Children it is specified that "the rights of the Father and Mother in the custody and control of the child shall be joint", but that a Judge may on a proper case made for that purpose, deliver the child into the sole custody and control of either parent.

Under General Provisions in Part XI, requirement for inspection of all Institutions and Homes dealing with children is made, also for dealing with adults guilty of ill treating children, causing them to be Neglected, or interfering with them when Wards of the Province.

The Religious rights of children and parents are also protected. (*See further, page 38*).

The Public Schools Act.—Chapter 15 amends the Public Schools Act in respect to dismissal of refractory pupils; in respect to the appointment by Tax Commission of assessors in unorganized territory; the trustees of each school district shall apply each year to the Manitoba Tax Commission for the levying and collecting by rate of all sums required for the support of their schools and the Tax Commissioner shall fix the rate accordingly, and the commission may levy such rate as it deems necessary if the trustees fail to apply. Whenever a new *rural municipality* is established, any existing school district which by virtue of this establishment includes land in two municipalities, or is situated partly in such municipality and partly in unorganized territory shall *ipso facto* become a *union school district*. An annual grant of \$4,000 is made to the *Manitoba School Trustees' Association*. The *school district of Winnipeg No. 1* is authorized to establish, maintain and administer a *superannuation fund* for officers and employees *other than teachers* as defined in the Public Schools Act, and may include Superintendents and Assistant Superintendents of the district, and the district may include in its annual estimates a special amount to furnish the amount required for such superannuation or pension fund. The district is authorized to guarantee the solvency of such pension or superannuation fund; it is also authorized to receive gifts and legacies for the benefit of the said fund.

SASKATCHEWAN

Bureau of Child Protection.—Chapter 15 provides for the establishment of a Bureau of Child Protection with a Commissioner and staff under a Minister to administer: (a) The Children's Protection Act; (b) The Juvenile Court Act and (c) The Mothers' Allowance Act.

The Secondary Education Act.—Chapter 46 amends this Act, by increasing the grants to every district maintaining a high school or collegiate institute from \$1.50 to \$4 per diem for every teacher employed, provided that when a district provides for instruction in Grade VIII, pupils thereby requiring additional teachers, grants shall be paid for one such additional teacher in accordance with above, but for other such additional teachers, grant shall be paid in accordance with the School Grants Act, an average attendance of 35 pupils in Grade VIII being regarded as a school.

The School Act.—By Chapter 47, Sections 184, 185 and 186 of the School Act providing for Manual, Industrial and Physical training are repealed¹. Section 203 empowering the board of a district to maintain departments exclusively for pupils above Grade VII to charge fees, is amended to exempt from fees, pupils in Grade VIII. Section 204 respecting admission of a child in an area not organized into a school district to a school is amended by changing the maximum amount of fee which may be charged for such children from 10 to 15 cents per day per family. Sections 211 and 212 respecting action in case of contagious and infectious diseases are repealed.

The School Attendance Act.—Chapter 48 amends Sections 3, 6, 16, 18, 19, 21, 22 and 25 on compulsory attendance by raising the age limit for which attendance is required and for which information respecting residents, attendance, employment, etc. is exacted, from 14 to 15 years.

The School Assessment Act.—Chapter 49 amends the act in respect to assessment commission, evidence, penalty and remuneration of board.

The School Grants Act.—Chapter 50 amends the School Grants Act by providing to any district, not including a village, town or city municipality, erecting an approved *teachers' residence* a grant of \$200; a section respecting a grant for the erection of a necessary teachers' residence, where the district is unable without financial assistance to do so, up to one third of the cost, is repealed; to a section requiring an average attendance of 20 pupils for each teacher in a two or more room school is added the provision that when a school is maintained exclusively for pupils above Grade VII the average attendance shall be at least 15 pupils.

The Vocational Education Act.—Chapter 51 amends the Vocational Education Act by prescribing certain prohibitions and penalties to members of the vocational education committee.

ALBERTA

The School Ordinance.—Chapter 62 amends the ordinance by adding to the list of institutions under the control of the Department of Education *technical and commercial schools*; by adding *school fairs* to the list of institutions coming under the regulations; by empowering a board to charge non-resident pupils above Grade VIII a fee of \$3.00 per month (\$12 and \$18 per term) unless the parent or guardian is not a resident of an organized school district; and by changing the terminology "secondary consolidated" to "rural high."

The School Grants Act.—Chapter 63 amends the School Grants Act. In the section of the original act relating to grants in aid of secondary education, to each district maintaining rooms exclusively for high school work in which the number of teachers did not exceed 12, the sum of \$2.00 per teaching day was granted, and if the teachers exceeded 12, the sum of \$1.50. By the amendment of 1922 the number of teachers is raised to 30. In the original act (the portion relating to grants in aid of technical education) to districts employing not more than 30 teachers giving approved night class instruction, an annual grant was given equal to 50 p.c. of the cost of a teacher up to a maximum of \$200 and when approved vocational and technical subjects in addition to ordinary school subjects were taught, a grant was given equal to 60 p.c. of the cost of teacher up to \$250. These maxima were struck out by the amendment of 1922.

BRITISH COLUMBIA

The Public Schools Act.—Chapter 64 of 1922 amends and consolidates the marginally noted act. In the "Interpretation," *District Municipality* is defined as including every municipal area or corporation other than a city municipality or a village municipality. "*High School Area*" means any area constituted and subsisting as a high school area by the union for that purpose of two or more adjoining school districts. *Public school* means any existing school or college not a normal school established or maintained in accordance with the public schools act. The Department of Education is a department of the Civil Service presided over by a Minister. The staff of the Department consists of a Deputy Minister, a Superintendent, Inspectors and other officers. The Department administers the Act, has charge of public normal schools, of the issuing

¹The "Vocational Education Act will hereafter provide for instruction in Manual and Industrial with Physical training as provided for in the Course of Studies".

of teacher's certificates and advises the Council of public instruction. The Superintendent has supervision and direction of inspectors and all public and normal schools, reports, etc. A Council of Public Instruction, consisting of the Minister and other members of the Executive Council with the Superintendent as secretary, has charge over regulations, courses of studies, creation of school districts, etc. Among the powers of the Council are: uniting two or more adjoining school districts (upon application of school trustees) for the purpose of constituting a *high school area*; the establishment of high schools in any school district or high school area, providing there are 15 persons available as high school pupils; the establishment of *superior schools*, in one division of which shall be taught the work prescribed for pupils taking the last year of the public school course and the first two years of the high school course, providing there are 8 persons available as high school pupils; and the appointment of an *official trustee*.

School districts are generally classified into: (1) Municipal school districts, (2) Community school districts, (3) Rural school districts. Municipal school districts are subdivided into: (a) city school districts of the first class, including city municipalities in which the average daily attendance is not less than 1,000; (b) city district of the second class, where the average attendance is not less than 250; (c) of the 3rd class, where the average attendance is less than 250; (d) District municipality school districts, including all district municipalities except those included in a city school district. Rural school districts are subclassified into: (a) Regularly organized rural school districts; (b) Assisted rural school districts having local assessment and (c) Assisted school districts without local assessment. A community school district is constituted upon the whole or part of such lands as are held by two or more persons living under a communal or tribal conditions as distinguished from the ordinary and usual conditions of family life. The affairs of such a school are administered by an official trustee. The provincial aid to city school districts of the first class is \$460; of the second class \$520; of the third class \$565 based upon the number of teachers, and dental surgeons and nurses employed every school day for schools other than night schools; to district municipality schools is paid \$580 upon the same basis; to regularly organized rural school districts is paid \$580; provision is made for reducing the grant in cases where the percentage of attendance, is less than 40 and where the teacher has not taught full time. In the case of assisted and community school districts the salary of each teacher shall be voted by the legislature; stated grants are also made in aid of equipment for certain special courses of instruction; in aid of school libraries; of technical schools; and of high schools; conveyance of children to school; erection of school-houses; normal schools (all expenses).

The trustees board of a 1st class city school consists of 7; of 2nd class, 5; of 3rd class, 3; of district municipality, 5; for municipal school districts formed by the union of two municipal school districts there shall be 6 trustees, 3 elected by each municipality; if the union is of a municipal and a rural district there shall be 5 trustees elected at large. A high school area has a board consisting of 2 members from each district represented in the area.

Among the duties and powers of a trustee board are: expending money for dental treatment; providing a retiring allowance for teachers; establishing an affiliated college (on approval) in a municipal school district and administering the same; appointing a municipal inspector; providing for the conveyance of pupils; establishing advanced courses in physical training; establishing technical schools and special courses of instruction and appointing advisory committees; establishing night schools for persons 15 years of age and over. The standards for school accommodation are at least one teacher for every forty pupils. The schools are to be free and non-sectarian and no religious dogma nor creed shall be taught. No clergymen of any denomination shall be eligible for the position of Superintendent of Education, inspector, teacher or trustee. Attendance is compulsory upon all children (with certain exceptions) over the age of seven and under fifteen during the regular school hours and every day. Failure to fulfil this provision renders liable to a fine up to ten dollars and each day's continuance of such failure shall constitute a separate offence.

1. SUMMARY OF SCHOOL ACCOMMODATION, ENROLMENT AND AVERAGE ATTENDANCE IN ALL EDUCATIONAL INSTITUTIONS.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported 1.—Résumé Statistique de l'Instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES LES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

No.	Type of Institution	P.-E.I.	N.S.	N.B.	Quebec	Ontario
		I. P.-E.	N.-E.	N.-P.	Québec	—
1	Ordinary Day Schools under Public Control.....	18,323	114,229	77,774	462,779 ⁷	632,123 ¹⁶
2	Agricultural, Commercial, Industrial and other Technical Schools, including all evening schools but not short courses in Universities and Colleges.....	166	7,086 ¹	1,390 ⁵	11,046 ⁸	44,450 ¹⁷
3	Schools for teacher-training.....	341	1,090 ²	358	1,376 ⁹	2,431 ¹⁸
4	Indian schools.....	38	276	278	1,539	3,625
5	Schools for the blind and deaf.....	8 ⁶	226	67 ⁶	579 ⁹	481
6	Business Colleges (Private).....	75	698	723	4,248	12,229
7	Private Elementary and Secondary Schools.....	497	1,390 ³	391	54,671 ¹⁰	7,706 ¹⁹
8	Preparatory courses at Universities and Colleges.....	135	372	322	— ¹¹	3,321
9	Short, special and correspondence courses at Universities and Colleges.....	—	490 ⁴	—	2,629 ¹²	4,299
10	Classical colleges.....	—	—	—	9,502 ¹³	—
11	Affiliated, professional and technical colleges (regular courses)...	—	292	—	1,572 ¹⁴	3,046 ²⁰
12	Universities (regular courses).....	95	1,293	486	5,428 ¹⁵	6,168 ²⁰
	Grand Total (excluding duplicates).....	19,678	127,442	81,789	555,269	719,879
	Population of 1921.....	88,615	523,837	387,876	2,361,199	2,933,662

¹Including 3,600 in special agricultural courses over and above the students of the Agricultural Colleges elsewhere enumerated; 2,044 in industrial training over and above the students of the Technical College elsewhere enumerated; 742 in home economics and 700 in coal mining and engineering.

²Including 352 at the Normal College and 738 at Inspectorial teacher's training institutes.

³Exclusive of pupils in preparatory schools which are included in item 8.

⁴Including 160 in agricultural courses, 23 in industrial courses, 30 in home economics, 78 in navigation and 199 in correspondence courses.

⁵Including 255 in day and 1,135 in evening technical schools. The number in agricultural schools is not included.

⁶In institutions at Halifax, N.S., but supported by the province.

⁷Including 457,980 in elementary and model schools and academies under control of commissioners and trustees and 4,799 in nursery schools most of which are under control—figures of 1920-21.

⁸Including 6,452 in night schools; 2,261 in dress cutting and dressmaking schools; and 3,319 in schools of arts and trades—figures of 1921-22.

⁹Figures of 1920-21.

¹⁰Including all primary schools reporting statistics, but not under control of commissioners or trustees—figures of 1920-21.

¹¹Included with the figures of classical colleges and private schools.

¹²Including 1,230 in evening courses at technical schools; 224 in special courses at technical schools; 315 in short courses at agricultural colleges; 158 in evening courses at the school of Higher Commercial Studies and 66 in short courses at the Wesleyan Theological college—figures of 1921-22.

¹³Including 9,033 in the 21 classical colleges and 469 in independent non-subsidized classical schools—figures of 1920-21.

¹⁴Including 359 in dairy schools; 736 in regular courses at the technical schools; 278 in regular courses at the college of agriculture; 119 in regular courses at the schools for Higher Commercial Studies; and 80 in regular courses at the Protestant theological colleges—figures of 1921-22.

¹⁵Excluding preparatory or short courses and such figures as have already been included in items 10 and 11—figures of 1920-21.

¹⁶Including Public, Separate, Continuation and High Schools and Collegiate Institutes, all day courses—figures of calendar year 1921 for the Public and Separate schools and of the school year 1921-22 for the other schools.

¹⁷Including 5,344 in full time day courses; 574 part time day courses; 1,604 in day special courses and 32,545 in evening courses at industrial, technical and art schools; 2,533 in night elementary schools; 1,635 in night high schools and 215 in the three agricultural schools at Monteith, Whitby and Kemptville—figures of 1921-22.

¹⁸Including Normal schools and Autumn and Summer Model schools, but not the College of Education which is a faculty of the University of Toronto.

¹⁹Excluding 432 in preparatory schools included in item 8.

²⁰Excluding duplicate registrations at universities and colleges, where duplicate registrations occur they are credited to the colleges and deducted from the universities. The same is done in the case of other provinces.

²¹Including 3,507 in day and 2,295 in evening technical schools—figures of 1921-22.

²²Including 136 in preparatory schools included in item 8.

²³Including 961 in day and 818 in evening vocational schools—figures of 1921-22.

²⁴Including 249 in intra-mural courses, and 14,778 in extra-mural agricultural courses.

²⁵Including 1,362 in day and 1,840 in evening vocational schools.

²⁶Including 551 in industrial training courses, 111 in home economics; 1,025 in commercial training courses; 52 in English classes for foreigners; 464 in correspondence courses and 3,425 in evening courses not already included.

²⁷Including 309 in Yukon and N.W.T.

²⁸To this total should be added 2,667 in agricultural schools, and 5,015 in elementary schools reported too late for tabulation.

1. RÉSUMÉ DE L'ACCOMMODATION SCOLAIRE, INSCRIPTIONS ET FRÉQUENTATION MOYENNE DES INSTITUTIONS ENSEIGNANTES.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported
1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport

NUMBER OF PUPILS ATTENDING EDUCATIONAL INSTITUTIONS
NOMBRE D'ÉLÈVES OU D'ÉTUDIANTS DE TOUTES ÉCOLES ET INSTITUTIONS ENSEIGNANTES

Manitoba	Sask.	Alberta	B.C. — C.-B.	Total	Type d'institution	No.
136,876	183,935	142,902	91,919	1,860,760	Ecoles primaires et maternelles, placées sous le contrôle administratif.	1
5,802 ²¹	1,779 ²³	3,202 ²⁵	5,628 ²⁶	80,549	Ecoles agricoles, commerciales, industrielles et techniques, comprenant toutes les écoles du soir à l'exception des cours abrégés dans les collèges et universités.	2
790	1,462	760	685	9,293	Ecoles pour la formation des instituteurs.....	3
1,804	1,444	1,203	2,505	13,021 ²⁷	Ecoles indiennes.....	4
131	74	44	75	1,685	Ecoles pour les sourds et les aveugles.....	5
1,928	649	2,304	1,075	23,929	Collèges commerciaux privés.....	6
563 ²²	2,514	2,489	1,283	71,504	Ecoles privées élémentaires et secondaires.....	7
251	8	653	74	5,136	Cours préparatoire au collège et à l'université.....	8
1,067	15,036 ²⁴	4,990	217	24,728	Cours abrégés et par correspondance des collèges et universités..	9
—	—	—	—	9,502	Collèges classiques.....	10
753	54	64	115	5,902	Collèges affiliés, professionnels et techniques (cours réguliers)..	11
1,874	799	1,088	1,014	18,245	Universités (cours réguliers).....	12
151,845	207,754²⁸	155,699	104,590	2,124,254	Grand total (sans double emploi)	
610,118	757,510	588,454	524,582	8,788,483	Population en 1921	

¹Comprend 3,600 dans des cours spéciaux d'agriculture, en plus des élèves des collèges d'agriculture énumérés ailleurs; 2,044 suivant des cours industriels, outre les élèves des collèges techniques énumérés ailleurs; 742 dans l'économie domestique et 700 dans l'industrie minière et le génie minier.

²Comprend 352 dans les écoles normales et 738 dans les instituts des inspecteurs pour la formation des instituteurs.

³Sans compter les élèves des écoles préparatoires qui sont énumérés dans l'item 8.

⁴Comprend 160 dans les cours d'agriculture; 23 dans les cours industriels; 30 dans l'économie domestique; 78 dans les cours de navigation et 199 dans les cours par correspondance.

⁵Comprend 255 dans les écoles techniques du jour et 1,135 dans celles du soir, sans compter les écoles d'agriculture.

⁶Dans les institutions d'Halifax, mais aux frais de la province.

⁷Comprend 459,930 dans les écoles élémentaires, modèles et académiques sous le contrôle des commissaires et des syndicats, et 4,799 dans les écoles maternelles dont la plupart sont sous contrôle administratif—chiffres de 1920-21.

⁸Incluant 6,452 dans les écoles du soir; 2,261 dans les écoles de coupe et de couture et 3,319 dans les écoles d'arts et métiers.—chiffres de 1921-22.

⁹Chiffres de 1920-21.

¹⁰Comprendant toutes les écoles primaires, ayant fait leurs rapports statistiques, qui ne sont pas sous le contrôle de commissaires ou de syndicats—chiffres de 1920-21.

¹¹Compris dans les chiffres des collèges classiques et des écoles privées.

¹²Comprendant 1,280 dans les cours du soir des écoles techniques; 224 dans les cours spéciaux des écoles techniques; 315 dans les cours abrégés des collèges d'agriculture; 158 dans les cours du soir de l'Ecole des Hautes Etudes Commerciales; et 66 dans les cours du Wesleyan Theological College—chiffres de 1921-22.

¹³Comprendant 9,033 dans 21 collèges classiques et 469 dans des écoles classiques non subventionnées—chiffres de 1920-21.

¹⁴Comprendant 259 dans les écoles d'industrie laitière; 736 dans les cours réguliers des écoles techniques; 273 dans les cours réguliers des collèges d'agriculture; 119 dans les cours réguliers de l'Ecole des Hautes Etudes Commerciales; et 80 dans les cours réguliers des collèges protestants de théologie—chiffres de 1921-22.

¹⁵Sans compter les cours préparatoires ou abrégés ou autres chiffres inclus dans les item 10 et 11—chiffres de 1920-21.

¹⁶Comprendant les écoles publiques, séparées, de continuation, les hautes écoles, les instituts collégiaux, tous les cours du jour. Chiffres de l'année civile 1921 pour les écoles publiques et séparées, et de l'année scolaire 1921-22 pour toutes les autres écoles.

¹⁷Comprendant 5,344 dans cours permanents du jour; 574 dans les cours partiels du jour; 1,604 dans les cours spéciaux du jour; 32,345 dans les cours du soir des écoles industrielles et techniques; 2,533 dans les écoles élémentaires du soir et 215 dans les trois écoles d'agriculture de Monteith, Whitby, et Kemptville—chiffres de 1921-22.

¹⁸Comprendant les écoles normales et les écoles modèles d'automne et d'été, mais pas le College of Education de Toronto, qui est une faculté de l'Université de Toronto.

¹⁹Ne comprend pas 432 dans les écoles préparatoires et déjà inclus dans l'item 8.

²⁰A l'exclusion des inscriptions en double dans les collèges et universités; quand une inscription est en double, elle est portée au compte du collège. Il en est de même dans les autres provinces.

²¹Comprendant 3,507 dans les écoles techniques du jour et 2,295 dans les écoles techniques du soir—chiffres de 1921-22.

²²Comprendant 136 dans les écoles préparatoires inclus dans l'item 8.

²³Comprendant 961 dans les écoles techniques d'apprentissage du jour et 818 dans celles du soir—chiffres de 1921-22.

²⁴Comprendant 249 dans des cours réguliers et 14,778 dans des cours hors de l'école.

²⁵Comprendant 1,362 dans les écoles d'apprentissage du jour et 1,840 dans celles du soir.

²⁶Comprendant 551 dans les cours de formation industrielle; 111 dans l'économie domestique; 1,025 dans les cours commerciaux; 52 dans les cours d'anglais pour étrangers; 464 dans les cours par correspondance et 3,425 dans les cours du soir qui n'ont pas encore été mentionnés.

²⁷Comprendant 309 dans Yukon et N.N.T.

²⁸A ce total on devra additionner 2,667 aux écoles agricoles et 5,051 aux écoles élémentaires rapporté trop tard pour tabulation.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported—Concluded
1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport—Fin.

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

No.		P.E.I.	N.S.	N.B.	Quebec	Ontario
		I.P.-E.	N.-E.	N.-B.	Québec	
1	Number of Boys enrolled.....	9,273	57,028	35,431	248,544	318,350
2	Number of Girls enrolled.....	9,050	57,201	35,915	264,107	313,773
3	Total in the first six grades.....	14,829	89,264	63,518	465,945	465,904
4	Total in intermediate and secondary grades.....	3,835	24,965	7,828	51,405	166,219
5	Total in secondary grade.....	-	11,039	-	-	54,870
6	Boys in secondary grade.....	-	4,202	-	-	21,924
7	Girls in secondary grade.....	-	6,837	-	-	26,861
8	Number of pupils in graded schools.....	6,570	72,091	36,366	-	450,000
9	Number of pupils in ungraded schools.....	11,753	42,138	34,980	-	182,000
10	Average daily attendances.....	12,338	79,410	51,168	397,172	446,396
11	Average number of days each pupil attended during year.....	129	136	145	-	-
12	Average number of days schools were open during year.....	192	196	190	-	-
13	Percentage of total attendance in average attendance.....	67.4	69.5	65.8	77.47	70.00

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

No.		P.E.I.	N.S.	N.B.	Quebec	Ontario
		I.P.-E.	N.-E.	N.-B.	Québec	
1	Teachers in Schools under Public Control.....	611	3,208	2,246	17,201	16,147
2	Male Teachers.....	122	263	180	2,631	2,378
3	Female Teachers.....	489	2,945	2,066	14,570	13,769
4	Number of School Districts.....	473	1,773	1,331	7,377 ¹	-
5	Number of School houses.....	473	1,863	-	7,543	7,231
6	Number of class-rooms in operation.....	609	2,982	2,061	13,274	-
7	Number of ungraded one-room Schools.....	415	1,431	1,196	-	4,989
8	Average number of pupils to a class-room.....	30	38	38	38	-
9	Total Expenditure on Education.....	428,869	3,646,570	2,657,046	22,122,979	36,739,564
10	Total Expenditure on Education by Governments.....	271,103	616,389	381,075	2,351,471	3,475,713
11	Total Expenditure on Education by Ratepayers, etc.....	157,766	3,030,181	2,275,971	19,771,508	33,263,851
12	Expenditure on Teachers' Salaries.....	-	1,740,731	-	-	19,036,129
13	Average Annual Cost per pupil enrolled.....	22.21	31.92	34.17	43.15	54.31
14	Average Annual Cost per pupil in daily attendance.....	31.49	45.92	51.50	55.70	82.30

¹The number of school Municipalities was 1718.

1.—Summary of Education in Canada by Provinces, 1922 or latest year reported—Concluded
 1.—Résumé statistique de l'instruction publique au Canada, par provinces, chiffres de 1922 ou du dernier rapport—Fin.

DISTRIBUTION AND ATTENDANCE OF PUPILS IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 RÉPARTITION ET ASSIDUITÉ DES ÉLÈVES DES ÉCOLES GÉNÉRALES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. C.-B.	Total	—	No
-	93,644	72,093	46,833	-	Nombre de garçons inscrits.....	1
-	90,291	70,809	45,086	-	Nombre de filles inscrites.....	2
111,377	153,389	112,508	64,801	1,541,535	Total dans les six premiers degrés.....	3
25,499	30,546	30,394	27,118	367,809	Total dans les degrés intermédiaires et secondaires.....	4
10,729	10,714	10,762	8,944	-	Total dans le degré secondaire.....	5
-	4,419	4,707	3,929	-	Garçons dans le degré secondaire.....	6
-	6,295	6,055	5,015	-	Filles dans le degré secondaire.....	7
82,000	85,000	76,691	80,338	-	Nombre d'élèves dans les écoles à classes multiples.....	8
54,000	98,000	66,211	11,581	-	Nombre d'élèves dans les écoles à classes non-multiples.....	9
95,433	119,041	100,515	75,528	1,377,423	Moyenne de fréquentation quotidienne.....	10
130	127	131	-	-	Moyenne du nombre de jours d'assiduité de chaque élève pendant l'année.	11
187	189	179	-	-	Moyenne du nombre de jours pendant lesquels les écoles ont été ouvertes pendant l'année.	12
69.7	64.7	70.3	82.2	71	Pourcentage de la fréquentation totale en fréquentation moyenne	13

TEACHERS, ACCOMMODATION AND EXPENDITURE IN ORDINARY DAY SCHOOLS UNDER PUBLIC CONTROL
 PERSONNEL ENSEIGNANT, LOCAUX ET DÉPENSES DES ÉCOLES GÉNÉRALES PLACÉES SOUS LE CONTRÔLE ADMINISTRATIF

Manitoba	Sask.	Alberta	B.C. C.-B.	Total	—	No.
3,893	7,225	5,787	2,994	59,312	Instituteurs et institutrices des écoles contrôlées.....	1
924	1,970	1,428	700	10,596	Instituteurs.....	2
2,969	5,255	4,359	2,294	48,716	Institutrices.....	3
2,094	4,543	3,297	716	-	Districts scolaires.....	4
1,936	-	2,861	991	-	Maisons d'école.....	5
3,782	5,717	4,485	2,823	51,000 (approx.)	Nombre de salles de classes occupées.....	6
-	3,506	2,588	473	-	Nombre d'écoles à classe unique.....	7
37	32	32	33	-	Moyenne du nombre d'élèves dans une classe.....	8
10,898,340	13,442,417	9,915,706	7,833,578	107,685,069	Total des dépenses pour l'instruction publique.....	9
1,058,292	1,491,610	1,146,722	3,141,738	13,934,113	Dépenses à la charge du gouvernement.....	10
9,840,048	11,950,807	8,768,984	4,691,840	93,750,956	Dépenses directement supportées par les contribuables, etc.....	11
5,016,903	7,273,200	5,213,011	-	-	Traitement du personnel enseignant.....	12
79.62	73.08	61.24	85.23	-	Coût moyen par élève inscrit et par an.....	13
114.23	112.95	87.09	103.73	-	Coût moyen par élève présent et par an.....	14

¹Le nombre des municipalités scolaires était de 1718.

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1922 or latest year reported.
2.—Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1922 ou du dernier rapport

Province	Number of School Districts or Institutions — Nombre d'arrondissements scolaires ou d'institutions	Number of School Houses — Nombre de maisons d'école	Number of Class Rooms — Nombre de salles de classe	Number of Teachers — Nombre d'instituteurs			Number of Pupils — Nombre d'élèves			Average Attendance — Moyenne de présence	Percentage of Attendance — Pourcent de fréquentation	Province
				Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	Total			
Prince Edward Island, (1922):												
Primary Schools.....	415	415	415	88	327	415	5,952	5,801	11,753	7,426	63.8	Ile du Prince-Edouard (1922):
Advanced graded.....	40	40	83	11	71	82	3,321	3,249	2,390	1,653	69.2	Ecoles primaires.
First Class Schools.....	18	18	111	23	91	114			4,180	3,259	78.0	Ecoles à classes multiples.
Total General Schools.....	473	473	609	122	489	611	9,273	9,050	18,323	12,338	67.4	Ecoles de première classe.
Prince of Wales College.....	1	1	—	—	3	12	127	214	341	—	—	Total des écoles générales.
Agricultural and Technical Schools (day)	—	1	—	—	—	7	—	—	94	—	—	Collège Prince of Wales.
(evening)	—	1	—	—	—	3	—	—	72	—	—	Ecole d'agriculture et techniques (jour)
St. Dunstan's University.....	1	—	—	14	—	14	230	—	230	—	—	(soir).
Private elementary and secondary sch'ls.	4	—	—	—	19	19	79	418	497	—	—	Université St. Dunstan.
Business College.....	—	1	—	—	—	3	50	25	75	—	—	Ecoles primaires et secondaires privées.
Nova Scotia (1922):												
Cities and principal Towns.....	42	—	790	84	706	790	19,617	20,130	39,747	30,181	76.	Nouvelle-Ecosse (1922):
Other Graded Schools.....	211	—	761	—	—	761	—	—	32,344	—	—	Ecoles des cités et villes principales.
All Graded Schools.....	253	432	1,551	—	—	1,551	—	—	72,091	—	—	Autres écoles à classes multiples.
Ungraded Schools.....	1,520	1,431	1,431	—	—	1,657	—	—	42,138	—	—	Toutes écoles à classes multiples.
All General Schools.....	1,773	1,863	2,982	263	2,945	3,208	57,028	57,201	114,229	79,410	69.5	Ecoles à classe unique.
Normal Schools.....	1	—	—	—	—	—	—	—	352	—	—	Toutes écoles générales.
Technical Schools not including Colleges ¹	—	—	—	—	—	—	—	—	3,302	—	—	Ecoles normales.
Inspectorial teacher-training institutes..	12	—	—	12	—	12	—	—	738	—	—	Ecoles technique, collèges non compris. ¹
Affiliated Colleges.....	6	—	—	93	2	95	908	246	1,154	—	—	Instituts pour la formation d'instituteurs
Universities.....	4	—	—	163	5	168	1,044	341	1,385	—	—	Collèges affiliés.
Private Elementary and Secondary Schools.....	7	—	—	21	89	110	529	861	1,390	—	—	Universités.
Business Colleges.....	4	—	—	—	—	24	296	402	698	—	—	Ecoles primaires et secondaires indépendantes.
New Brunswick (1922):												
Cities and Towns (1st Term).....	19	—	—	—	—	—	—	—	22,385	—	—	Collèges commerciaux.
(2nd Term).....	19	—	—	—	—	—	—	—	22,121	—	—	Nouveau-Brunswick (1922):
Other Graded Schools (1st Term).....	109	—	—	—	—	—	—	—	13,665	—	—	Ecoles des cités et des villes (1er terme)
(2nd Term).....	112	—	—	—	—	—	—	—	14,245	—	—	(2ème terme).
All Graded Schools (1st Term).....	128	—	849	—	—	—	—	—	36,050	—	—	Autres écoles à classe multiples (1er ter.)
(2nd Term).....	131	—	865	—	—	—	—	—	36,366	—	—	(2ème terme).
Ungraded Schools (1st Term).....	1,208	1,213	1,213	—	—	—	—	—	34,299	—	—	Toutes écoles classes multiples (1er ter.)
(2nd Term).....	1,200	1,196	1,196	—	—	—	—	—	34,980	—	—	(2ème terme).
All General Schools (1st Term).....	1,336	—	2,062	164	2,051	2,215	34,374	35,975	70,349	56,004	79.6	Ecoles à classe unique (1er terme).
(2nd Term).....	1,331	—	2,063	180	2,066	2,246	35,431	35,915	71,346	51,590	72.3	(2ème terme).
Year.....	—	—	—	—	—	—	—	—	77,774	—	—	Année.
Technical Schools (day).....	—	3	—	—	—	21	—	—	255	—	—	Ecoles techniques (de jour).
(evening).....	—	18	—	—	—	53	—	—	1,135	—	—	(du soir).
Universities.....	3	—	—	70	—	70	674	134	808	—	—	Universités.
Private, Elementary and Secondary Schools.....	3	—	—	11	17	28	96	295	391	—	—	Ecoles primaires et secondaires indépendantes.
Business Colleges.....	6	—	—	—	—	21	283	440	723	—	—	Collèges commerciaux.

Quebec (1921)—Primary Schools:										Québec (1921): Ecoles primaires:										
Elementary Schools, R.C.:										Ecoles élémentaires Catholiques:										
Under control of Commissioners.....	-	5,443	-	237	6,851	7,088	-	-	218,022	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	105	-	-	-	-	-	-	3,456	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	138	-	2	116	118	-	-	6,508	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	5,686	-	239	6,967	7,206	111,034	116,952	227,986	168,681	73.99	-	-	-	-	-	-	-	-	-
Elementary Schools, Protestant:										Ecoles élémentaires protestantes:										
Under control of Commissioners.....	-	495	-	44	1,528	1,572	-	-	42,779	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	182	-	-	-	-	-	-	6,214	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	7	-	1	8	9	-	-	104	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	684	-	45	1,536	1,581	24,787	24,810	49,097	35,893	73.11	-	-	-	-	-	-	-	-	-
Model Schools, R.C.:										Ecoles Modèles Catholiques:										
Under control of Commissioners.....	-	555	-	793	2,483	3,276	-	-	92,998	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	11	-	-	-	-	-	-	1,217	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	131	-	21	43	64	-	-	13,910	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	697	-	814	2,526	3,340	57,215	50,910	108,125	86,354	79.86	-	-	-	-	-	-	-	-	-
Intermediate Schools, Protestant:										Ecoles modèles protestantes:										
Under control of Commissioners.....	-	38	-	12	138	150	-	-	2,579	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	14	-	-	-	-	-	-	1,556	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	52	-	12	138	150	1,996	2,139	4,135	2,936	71.00	-	-	-	-	-	-	-	-	-
Academies, R.C.:										Académies Catholiques:										
Under control of Commissioners.....	-	175	-	1,378	3,010	4,388	-	-	76,776	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	2	-	-	-	-	-	-	314	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	201	-	22	46	68	-	-	33,112	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	378	-	1,400	3,056	4,456	46,964	63,238	110,202	92,798	84.21	-	-	-	-	-	-	-	-	-
High Schools, Protestant:										Académies protestantes:										
Under control of Commissioners.....	-	31	-	104	321	425	-	-	9,219	-	-	-	-	-	-	-	-	-	-	-
Under control of Trustees.....	-	9	-	17	26	43	-	-	2,850	-	-	-	-	-	-	-	-	-	-	-
Independent.....	-	6	-	-	-	-	-	-	1,037	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	46	-	121	347	468	6,548	6,558	13,106	10,510	80.19	-	-	-	-	-	-	-	-	-
Total Primary Schools under control:										Total des écoles primaires sous contrôle:										
Roman Catholic.....	-	6,291	-	2,408	12,344	14,752	-	-	392,783	-	-	-	-	-	-	-	-	-	-	-
Protestant.....	-	769	-	160	1,987	2,147	-	-	65,197	-	-	-	-	-	-	-	-	-	-	-
Total Independent Primary Schools:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Roman Catholic.....	-	470	-	45	205	250	-	-	53,530	-	-	-	-	-	-	-	-	-	-	-
Protestant.....	-	13	-	18	34	52	-	-	1,141	-	-	-	-	-	-	-	-	-	-	-
Grand Total Primary Schools:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Roman Catholic.....	6,433	6,761 ¹	11,323	2,453	12,549	15,002	215,213	231,100	446,313	347,833	77.93	-	-	-	-	-	-	-	-	-
Protestant.....	944	782 ²	1,951	178	2,021	2,199	33,331	33,007	66,338	49,339	74.37	-	-	-	-	-	-	-	-	-
Total.....	7,377	7,543	13,274	2,631	14,570	17,201	248,544	264,107	512,651	397,172	77.47	-	-	-	-	-	-	-	-	-
Normal Schools:										Ecoles Normales:										
Roman Catholic.....	-	13	-	46	151	197	165	1,050	1,215	1,125	92.59	-	-	-	-	-	-	-	-	-
Protestant.....	-	1	-	7	4	11	1	160	161	152	94.41	-	-	-	-	-	-	-	-	-
Total.....	-	14	-	53	155	208	166	1,210	1,376	1,277	92.81	-	-	-	-	-	-	-	-	-
Maternal Schools:										Ecoles Maternelles:										
Roman Catholic.....	-	22	-	-	103	103	2,878	1,921	4,799	3,675	76.58	-	-	-	-	-	-	-	-	-
Protestant.....	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total.....	-	22	-	-	103	103	2,878	1,921	4,799	3,675	76.58	-	-	-	-	-	-	-	-	-
Classical Colleges (Roman Catholic):										Collèges classiques (catholiques):										
Independent Schools not subsidized, where classical education is given:	-	21	-	797	-	797	9,033	-	9,033	8,159	90.32	-	-	-	-	-	-	-	-	-
(Roman Catholic):.....	-	7	-	55	-	55	469	-	469	449	95.74	-	-	-	-	-	-	-	-	-
Universities:										Universités:										
Roman Catholic.....	-	2	-	356	19	375	2,082	611	2,693	2,429	90.20	-	-	-	-	-	-	-	-	-
Protestant.....	-	2	-	234	10	244	2,258	477	2,735	2,409	88.08	-	-	-	-	-	-	-	-	-
Total.....	-	4	-	590	29	619	4,340	1,088	5,428	4,838	89.13	-	-	-	-	-	-	-	-	-

¹ Including Rural Science Schools, (209): correspondence courses, (186): short term courses (23): evening technical courses (2,193) and evening coal mining courses (691)—1 Comprenant écoles de science rurale (209): correspondance (186): cours abrégés (23) cours du soir (2,193) et écoles des mines (691).

² Districts, the number of municipalities was 1,366 Catholic and 352 Protestant.

² Arrondissements. Le nombre de municipalités était 1,366 Catholiques et 352 protestantes.

2.—Detailed Summary of Educational Institutions in Canada by Provinces, for 1922 or latest year reported.
2.—Résumé détaillé des institutions enseignantes du Canada par provinces, chiffres de 1922 ou du dernier rapport

Province	Number of School Districts or Institution — Nombre d'arrondissement scolaires ou d'institutions	Number of School Houses — Nombre de maisons d'école	Number of Class Rooms — Nombre de salles de classe	Number of Teachers — Nombre d'instituteurs			Number of Pupils — Nombre d'élèves			Average Attendance — Moyenne de présence	Per-centage of Attendance — Pourcent de fréquentation	Province
				Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	Total			
Quebec (1921)—Schools:— <i>Con.</i>												Québec (1921): Ecoles— <i>Fin.</i>
Schools for Deaf and Blind:												Ecoles des sourds-muets et aveugles:
Roman Catholic.....	3			49	108	157	212	262	474	439	92.62	Catholiques.
Protestant.....	2			5	15	20	49	56	105	95	90.48	Protestantes.
Total.....	5			54	123	177	261	318	579	534	92.23	Total.
Schools of Arts and Trade (Roman Catholic)		16		56		56	1,682	1,225	2,907	1,365	46.96	Ecoles des arts et métiers (catholiques)
Night Schools:												Ecoles du soir:
Roman Catholic.....	53			132	6	138	4,799	154	4,953	2,777	56.07	Catholiques.
Protestant.....	11			20		20	597	242	839	490	58.40	Protestantes.
Total.....	64			152	6	158	5,396	396	5,792	3,267	56.41	Total.
Technical Schools.....				86		86	2,069		2,069	1,493	72.16	Ecoles techniques.
Dress cutting and making Schools (Roman Catholic)		26			26	26		2,347	2,347	1,452	61.87	Ecoles de coupe et de confection de vêtements (catholiques).
Agricultural Schools:												Ecoles d'agriculture:
Roman Catholic.....	2			72		72	203		203	169	83.25	Catholiques.
Protestant.....	1			80	4	84	126	3	129	124	96.12	Protestantes.
Total.....	3			152	4	156	329	3	332	293	88.25	Total.
Schools for Higher Commercial Studies.				42		42	253		253	202	79.84	Ecoles des Hautes Etudes Commerciales.
St. Hyacinthe Dairy School.....	1			20		20	216		216	216	100.00	Ecole de laiterie de St-Hyacinthe.
Business Colleges (Private).....	21					159	2,398	1,667	4,248			Collèges Commerciaux (privés).
All Schools:												Total:
Roman Catholic.....		6,934		4,164	12,962	17,126	239,274	238,670	477,944	371,783	77.79	Catholiques.
Protestant.....		799		524	2,054	2,578	36,362	33,945	70,307	52,609	74.83	Protestantes.
Total.....		7,733		4,688	15,016	19,704	275,636	272,615	548,251 ¹	424,392	77.41	Total.
Ontario, Public Schools (1921):												Ontario:—Ecoles publiques (1921):
Rural.....		5,548		700	5,664	6,364	111,296	104,289	215,585	137,605	63.83	Rurales.
City.....		321		585	3,574	4,159	95,373	94,709	190,082	138,460	72.84	des cités.
Town.....		257		155	1,358	1,513	36,177	35,475	71,652	52,416	73.15	des villes.
Village.....		154		88	432	520	11,956	11,961	23,917	17,265	72.15	des villages.
Total.....		6,280		1,528	11,028	12,556	254,802	246,434	501,236	345,746	68.97	Total.
Roman Catholic Separate Schools (1921)												Ecoles séparées (catholiques) (1921):
Rural.....		374		17	490	507	10,206	9,960	20,166	13,293	65.92	rurales.
City.....		135		77	794	871	20,496	20,461	40,957	30,431	74.30	des cités.
Town.....		96		19	411	430	10,603	10,554	21,157	15,107	71.40	des villes.
Village.....		16			40	40	835	862	1,697	1,248	73.55	des villages.
Total.....		621		113	1,735	1,848	42,140	41,837	83,977	60,079	71.54	Total.
Continuation Schools (1922).....		160		85	238	323	3,080	4,425	7,505	6,309	84.06	Ecoles de continuation (1922).
High Schools (1922).....		123				601	7,284	9,387	16,671	14,268	85.58	"High Schools" (1922).
Collegiate Institutes (1922).....		47				819	11,044	11,690	22,734	19,994	87.95	Instituts collégiaux (1922)
Industrial Technical and Art Schools, (1922):												Ecoles techniques des industries, des métiers et des arts (1922):
Day full time.....						212	3,067	2,277	5,344	4,260	79.71	Cours du jour, élèves réguliers.
Day part time.....						60	251	323	574			Cours du jour, élèves fréquentant une partie de la journée.
Day Special.....		14					540	1,064	1,604			Cours du jour, élèves spéciaux.
Day Total.....		14				272	3,858	3,664	7,522			Cours du jour, Total.

¹ This total does not include Indian schools and private business colleges. It is wholly for the year 1921. The total on page 74 is partly for the year 1922, or latest figures available—ce total ne comprend pas les écoles des réserves indiennes, et le collèges commerciaux. Il couvre l'année 1921 en entier. Le total de la page 74 couvre cette partie de 1922 sur laquelle les années avaient été collégés.

Evening Schools.....	-	55	-	-	-	1,075	14,652	17,893	32,545	-	-	Cours du soir.
Night Elementary Schools (1922).....	-	24	-	-	-	70	-	-	2,533	1,314	51-87	Ecoles élémentaires du soir (1922).
Night High Schools (1922).....	-	11	-	-	-	77	-	-	1,635	469	28-68	Ecoles secondaires du soir (1922)
Universities (1922).....	7	-	-	878	153	1,031	7,763	4,961	12,724	-	-	Universités (1922)
Affiliated Collèges (1922).....	14	-	-	206	33	239	3,689	1,329	5,018	-	-	Collèges affiliés (1922).
Business Collèges (1922).....	72	-	-	-	-	295	3,661	5,787	12,229	-	-	Collèges commerciaux (privés) (1922)
Private Schools (1922).....	38	-	-	178	352	530	2,995	5,143	8,138	-	-	Ecoles privées (1922).
Manitoba (1922):												Manitoba (1922):
Winnipeg Schools.....	1	-	-	-	-	920	19,193	19,005	38,198	-	-	Ecoles de Winnipeg.
Intermediate Schools.....	93	95	373	-	-	373	-	-	13,834	10,286	-	Ecoles intermédiaires.
High Schools.....	36	38	-	-	-	-	-	-	2,091	1759-5	-	"High Schools"
Collegiate Departments.....	5	5	-	-	-	-	-	-	456	386-4	-	Départements collégiaux.
Collegiate Institutes.....	9	11	-	-	-	-	-	-	4,103	3,468-4	-	Instituts collégiaux.
Junior High Schools.....	-	5	-	-	-	-	-	-	970	808-5	-	"Junior High Schools".
All General Schools.....	2,004	1,936	3,782	924	2,969	3,893	-	-	136,876	95,433	69-72	Toutes écoles générales.
Teachers' Training Institutes.....	-	5	-	11	6	17	120	670	790	-	-	Ecoles Normales.
Technical Day School.....	-	16	-	-	-	45	-	-	3,507	-	-	Ecoles techniques du jour.
Technical Evening Schools.....	-	4	-	-	-	85	-	-	2,295	-	-	Ecoles techniques du soir.
Universities.....	1	-	-	144	9	153	1,836	590	2,426	-	-	Universités.
Affiliated Collèges.....	5	-	-	93	22	115	906	728	1,634	-	-	Collèges affiliés.
Business Collèges.....	9	-	-	-	-	68	845	1,083	1,928	-	-	Collèges commerciaux (privés).
Private Schools.....	6	-	-	13	25	38	191	506	697	-	-	Ecoles privées.
Saskatchewan (1922):												Saskatchewan (1922):
Rural Elementary Schools.....	4,071	-	3,713	1,411	3,279	4,690	55,221	50,851	106,072	63,819-6	60-17	Ecoles élémentaires rurales.
City, Town and Village Elementary Schools.....	451	-	1,802	454	1,879	2,333	36,000	36,236	72,236	51,433-1	71-20	Ecoles élémentaires-urbaines.
All Elementary Schools.....	4,522	-	5,515	1,865	5,158	7,023	91,221	87,087	178,308	115,252-7	64-63	Toutes écoles élémentaires.
High Schools.....	-	11	-	13	30	43	423	571	994	-	79-4	"High Schools".
Collegiate Institutes.....	-	10	-	93	66	159	2,000	2,633	4,633	4,469	-	Instituts Collégiaux.
Vocational Schools (Day).....	-	4	-	24	14	38	264	697	961	-	-	Ecoles de travaux du jour.
Vocational Schools (Evening).....	-	5	-	47	19	66	302	516	818	-	-	Ecoles de travaux du soir.
Teachers' Training Institutes.....	-	8	-	9	8	17	452	1,010	1,462	-	-	Ecoles Normales.
Universities (1922).....	1	-	-	74	11	85	656	384	1,040	-	-	Universités (1922)
Affiliated Collèges (1922).....	3	-	-	7	-	7	86	4	90	-	-	Collèges affiliés (1922).
Business Collèges (1922).....	8	-	-	-	-	17	219	361	649	-	-	Collèges commerciaux (1922).
Private Schools.....	39	-	-	35	103	138	1,100	1,414	2,514	-	-	Ecoles privées.
Alberta (1922):												Alberta (1922):
Town Public Schools.....	57	-	-	296	1,139	1,435	-	-	49,046	33,773	79-1	Ecoles publiques de villes.
Town Roman Catholic Separate.....	10	-	-	-	-	-	-	-	4,284	3,281	76-6	Ecoles séparées, catholiques de villes.
Other Graded Schools.....	-	-	-	-	-	-	-	-	23,361	16,568	71-0	Autres écoles à classes multiples.
Ungraded Schools.....	-	2,588	2,588	-	-	-	-	-	66,211	41,893	63-0	Ecoles à classe unique.
Rural Schools.....	-	-	-	942	2,644	3,586	-	-	-	-	-	Ecoles rurales.
Total General Schools.....	3,297	2,861	4,485	1,428	4,359	5,787	72,093	70,809	142,902	100,515	70-3	Total écoles générales.
Normal Schools.....	-	3	-	13	9	22	218	542	760	-	-	Ecoles normales.
Vocational Schools (Day).....	-	8	-	-	-	69	-	-	1,362	-	-	Ecoles de travaux (du jour).
Vocational Schools (Evening).....	-	25	-	-	-	121	-	-	1,840	-	-	Ecoles de travaux (du soir).
Universities.....	1	-	-	118	9	127	899	386	1,285	-	-	Universités.
Affiliated Collèges (1922).....	4	-	-	50	2	52	931	33	964	-	-	Collèges affiliés (1922).
Business Collèges (1922).....	5	-	-	-	-	46	955	1,349	2,304	-	-	Collèges commerciaux (1922).
Private Schools (1922).....	18	18	163	60	103	163	1,148	1,341	2,489	2,036	82-0	Ecoles privées (1922).
British Columbia (1922):												Colombie Britannique (1922):
High Schools.....	51	58	282	184	117	301	3,788	4,846	8,634	7,481	86-65	"High Schools".
City Public Schools.....	33	95	1,038	191	958	1,149	21,176	19,789	40,965	35,642	87-00	Ecoles élémentaires de cités.
Rural Municipality Schools.....	25	180	678	132	587	719	12,641	11,730	24,371	20,906	85-77	Ecoles rurales des municipalités.
Rural and Assisted Schools.....	607	658	825	193	632	825	9,228	8,721	17,949	11,499	64-06	Ecoles rurales et subventionnées.
Total General Schools.....	716	991	2,823	700	2,294	2,994	46,833	45,086	91,919	75,528	82-16	Total écoles générales.
Normal Schools.....	2	-	-	10	4	14	155	530	685	-	-	Ecoles normales.
Vocational Schools (Day).....	-	12	-	-	-	90	-	-	1,593	-	-	Ecoles de travaux (du jour).
Vocational Schools (Evening).....	-	36	-	-	-	178	-	-	4,094	-	-	Ecoles de travaux (du soir).
Universities.....	1	-	-	96	14	110	634	380	1,231	-	-	Universités.
Affiliated Collèges.....	2	-	-	13	11	24	78	111	189	-	-	Collèges affiliés.
Business Collèges.....	7	-	-	-	-	27	470	355	1,075	-	-	Collèges commerciaux.
Private Schools.....	6	-	-	10	53	63	432	851	1,283	-	-	Ecoles privées.

3. Summary of Education in Cities and Principal Towns of Canada for 1922 or Latest Year Reported.

3. Résumé statistique de l'Instruction publique dans les cités et les principales villes du Canada, chiffres de 1922 ou du dernier rapport.

Name of City — Nom de Cité	Population Census of — 1921 Population Recense- ment — 1921	Number of Pupils Attending General Schools. — Nombre d'élèves dans les écoles générales.				Number of Pupils in Vocational Schools (not included in total General Schools). — Nombre d'élèves dans les écoles de travaux manuels (non compris dans les écoles générales)			Number of Pupils in High School Grades (included in total General Schools.) — Nombre d'élèves dans les degrés secondaires (compris dans les écoles générales)			Total Expenditure — Dépenses totales	
		Boys — Garçons	Girls — Filles	Total — Total	Average Attendance — Moyenne de fréquenta- tion quoti- dienne	Day Courses — Cours de jour	Evening Courses — Cours de soir	Total — Total	Boys — Garçons	Girls — Filles	Total — Total		
Montreal, ¹ Que.....	618,506	59,401	60,962	120,363	94,985								
Toronto, Ont.....	521,893	52,505	51,910	104,415	75,550	3,318	9,698	13,016	2,808	2,435	5,243	8,113,340	
Winnipeg, Man.....	170,879	19,193	19,005	38,198	30,236	1,105	1,910	3,015	1,824	1,967	3,791	3,002,817	
Vancouver, B.C.....	117,217	10,650	9,999	20,649	18,032	1,030	1,136	2,166	1,293	1,466	2,759	1,587,427	
Hamilton, Ont.....	114,151	12,597	12,272	24,869	19,071	831	3,477	4,308	562	532	1,094	1,781,308	
Ottawa, Ont.....	107,843	11,636	11,986	23,622	17,542	546	4,074	4,620	819	577	1,396	1,735,951	
Quebec, ¹ Que.....	95,193	9,705	10,663	20,369	18,947								
Calgary, Alta.....	63,305	7,064	7,409	14,473	11,745	468	400	868	652	988	1,640	1,227,697	
London, Ont.....	60,959	6,229	6,192	12,421	9,187	578	1,883	2,461	513	512	1,025	1,575,593	
Edmonton, Alta.....	58,821	7,253	7,528	14,781	11,791	521	1,335	1,856	688	1,022	1,710	1,242,538	
Halifax, N.S.....	58,372	5,795	5,824	11,619	9,221		1,244	1,244	399	649	1,048		
St. John, ² N.-B.....	47,166	4,531	4,735	9,266	7,933				413	560	970		
Victoria, B.C.....	38,727	3,250	3,108	6,358	5,163	258	582	840	447	579	1,026	989,995	
Windsor, Ont.....	38,591	4,306	4,207	8,513	5,753	58	1,401	1,459	387	441	828	1,133,491	
Regina, Sask.....	34,432	3,990	3,954	7,944	5,869	289	552	841	405	467	872	770,893	
Brantford, Ont.....	29,440	3,372	3,425	6,797	3,425		1,073	1,073	397	438	835	331,814	
Saskatoon, Sask.....	25,739	3,500	3,675	7,175	5,524				527	640	1,167	765,312	
Sydney, N.S.....	22,545	2,794	2,725	5,519	4,353				317	244	561		
Kitchener, Ont.....	21,763	2,379	2,422	4,801	3,674		767	767	184	204	388	383,477	
Kingston, Ont.....	21,753	2,319	2,487	4,806	3,647	40		40	321	342	663	349,218	
Sault Ste Marie, Ont.....	21,092	2,874	2,959	5,833	4,167	36	237	273	180	257	437	689,610	
Peterboro, Ont.....	20,994	2,623	2,641	5,264	4,069		403	403	241	262	503	327,674	
Fort William, Ont.....	20,541	2,847	2,798	5,645	4,373	139	494	633	193	245	438	400,412	
St. Catharines, Ont.....	19,881	2,262	2,280	4,542	3,332		336	336	299	330	629	387,429	
Moose Jaw, Sask.....	19,285	2,650	2,788	5,438	3,754	401	117	518	450	630	1,080	409,626	
Guelph, Ont.....	18,128	2,003	1,957	3,960	2,987		516	615	223	248	471	203,513	
Moncton, N.-B.....	17,488			3,390									
Gloucester, Ont.....	17,007	2,237	2,406	4,643	3,490		267	267	90	198	288		
Stratford, Ont.....	16,094	1,861	1,847	3,708	2,968		551	551	270	275	545	195,376	
St. Thomas, Ont.....	16,026	1,889	1,851	3,740	2,829		314	314	317	374	691	170,023	
Brandon, Man.....	15,397	1,775	1,735	3,510	2,554				174	238	412	462,505	

49.—PUBLICLY CONTROLLED SCHOOLS IN CANADA:

Classification of Teachers in the different provinces and the conditions upon which each class of Certificate is awarded.

PROVINCE	1 CLASS OF CERTIFICATE	2 MINIMUM ACADEMIC STANDING	3 NUMBER OF MONTHS OF NORMAL SCHOOL ATTENDANCE	4 ALTERNATIVE CONDITIONS TO NORMAL SCHOOL ATTENDANCE	5 HOW LONG TENABLE	6 PERIOD OF PROBATION BEFORE CERTIFICATE IS MADE PERMANENT	7 OTHER CONDITIONS	8 REMARKS	
PRINCE EDWARD ISLAND	First Class Second Class Third Class	2nd year Prince of Wales College 1st year Prince of Wales College Prince of Wales Entrance	Two years simultaneously with Academic Work One year simultaneously with Academic Work 6 months		Permanent Permanent Permanent				
NOVA SCOTIA ¹	Academic Class Superior First "A" First "B" Second "C" Third "D" "D" Temporary	University Graduation and Pass on University Graduates Testing Examination Grade XII Pass Grade XI Pass Grade X Pass Grade IX Pass Grade IX Pass	6 weeks 9 months 9 months 6 months 4 months 4 months	Scholarship of the "Academic" Licenses and Superior 1st M.P.Q. Scholarship Grade XII and First Rank M.P.Q. Grade XI and Second Rank M.P.Q. Grade X and Third Rank M.P.Q. Third Rank M.P.Q.	Permanent Permanent Permanent Permanent Permanent One year		Character, age, 22 years 2 years' experience, physical training. Character; age, 20 years; physical training. Character; age, 19 years; physical training. Character; age, 18 years Character; age, 17 years. Character; age, 16 years.	The "M.P.O." (minimum Professional Qualification) Examination consists of 7 examination papers on: 1, school law; 2 Teaching; 3, Hygiene; 4, School Management; 5, History of Education; 6, Pedagogy; 7, Music—from 4 to 7 papers required for lowest to highest rank. Inspector's recommendation that no licensed teacher can be had.	
NEW BRUNSWICK	Grammar School Superior Class First Class Second Class Third Class	12th Grade 12th Grade 11th Grade 10th Grade 9th Grade	1 school year 1 school year 1 school year 1 school year 4 months	Graduate in Arts of Chartered College Graduate in Arts of Chartered College Graduate in Arts of Chartered College Graduate in Arts of Chartered College	Permanent Permanent Permanent Permanent 3 years				
QUEBEC: Roman Catholic Committee	Academy Model School Elementary Infant School 1st Class High School or Academy	Model Diploma Elementary Diploma Primary School Certificate, 6th year B. A. Degree	3 years 2 years 1 year 2 years	Examination by Board of Examiners on the course followed in Normal Schools for Corresponding Diplomas	Permanent Permanent Permanent Permanent			The Course of Study in the Normal Schools is the same as that of the Roman Catholic Central Board of Examiners.	
QUEBEC: Protestant Committee	2nd Class High School or Academy Intermediate or (Model) Elementary Kindergarten Assistant's Kindergarten Director's Certificate	Intermediate Diploma and 6 units of work, Faculty of Arts, of McGill. School leaving or Matriculation Certificate (a) Grade X (b) See Remarks School leaving or Matriculation Intermediate Diploma or Kindergarten Assistant's Certificate	9 months 9 months 4 months 4 months 9 months	Two-year course in Education at McGill or Bishops' with practice teaching under supervision. Two years of lectures and practice teaching in Schools of Montreal.	Permanent Permanent Permanent Permanent Permanent		Grade B Certificate in Physical Education. Grade B Certificate in Physical Education.	(b) Students who hold a Grade IX Certificate and present a certified statement that they have (1) attended a Superior School taking the full work of Grade X from September till Christmas; or (2) have taught school by permission of the Dept. of Public Instruction during this period are admitted to the Elementary Class beginning in February.	
ONTARIO ²	III II I High School Assistant	Model Entrance (2 yrs. H.S. courses) Normal Entrance (4 yrs. H.S. course) Lower Middle and Upper Sch. H. S. courses completed (usually 5 years) Degree in Arts, Science or Agriculture from British University on approved courses	4 months Model School Course 9 months 9 months 9 months	Consideration given equivalent standing obtained outside of Ontario. Ontario II class certificate with 3 years' experience or equivalent standing obtained outside of Ontario. Consideration given equivalent standing obtained outside of Ontario.	Permanent Same Same	5 years in Schools of Districts and poorer parts of Counties. 2 years as as	Successful experience and recommendation of Inspector. II Class	Permanent Certificates are not issued until applicants are 21 years of age. Certificates. Certificates.	
MANITOBA	Third Class Prof., valid for one year; renewable for 2 years on the recommendation of an inspector. Third Class Prof., good for 2 years; becomes permanent 2nd Class Prof. on recommendation of an Inspector. Interim 2nd Class Prof. Certificate. Interim 1st Class Professional Permanent 1st Class Professional First Class Professional Grade "A" and Collegiate Certificate	Grade XI, entrance to Normal Grade XI, entrance to Normal Grade XI, entrance to Normal Grade XII, entrance to Normal Grade XII, entrance to Normal Degree in Arts or Sciences from a recognized University	4 months 9 months 9 months 9 months 9 months 5 months	Holders of the 2nd Class Prof. may complete the 1st Class Prof. course extra-murally on attaining Grade XII standing. Holders of the 2nd Class Prof. may complete the 1st Class Prof. course extra-murally on attaining Grade XII standing.	As already stated As already stated 1 year 1 year Permanent after one year's successful teaching	1 year 1 year 1 year 1 year Permanent after one year's successful teaching		Professional training consists of 15 weeks Normal Course followed by one to three years teaching, followed by a further 20 weeks short 2nd Class Normal Course. A candidate who completes the Grade XII Examination gets a Grade B Certificate, which may be raised to Grade A by Examination. Grade A and Collegiate Certificate issued to any recognized Graduate on completion of sufficient Normal training. One term's teaching experience is accepted in lieu of one term in the Normal School in the case of Graduates in Arts or Science.	
SASKATCHEWAN	Third Class Second Class First Class High School Collegiate	Second Class (Third year High School) Second Class (Third year High School) First Class (fourth year High School) Degree in Arts or Science from a Canadian or other British University. Degree in Arts or Science from a Canadian or other British University.	4 months 9 months 9 months 5 months 5 months	Equivalent academic standing and training obtained elsewhere. Equivalent academic standing and training obtained elsewhere. Equivalent academic standing and training obtained elsewhere. Equivalent academic standing and training obtained elsewhere.	3 yrs 2 yrs 2 yrs 2 yrs	3 years 1 year 1 year 1 year	Satisfactory inspectors' reports. Satisfactory inspectors' reports. Satisfactory inspectors' reports. Satisfactory inspectors' reports.	Granted upon completion of one year's successful teaching in High School or Collegiate Institute while holding Permanent High School Certificate.	
ALBERTA	Academic First Class Second Class Third Class	University of Graduation Grade XII Grade XI Grade XI	4 months 8 months 8 months 4 months		Pleasure of the Minister of Education. Pleasure of the Minister of Education. Pleasure of the Minister of Education. 1 year	1 year's successful teaching. 1 year's successful teaching. 1 year's successful teaching.	Reading course prescribed. Reading course prescribed. Reading course prescribed.	Normal training for Third Class teachers is not provided but this certificate is granted to teachers from other provinces who hold required qualifications.	
BRITISH COLUMBIA	Academic First Class Second Class High School Assistant Commercial Teachers' Certificate (temporary) Commercial Specialists' Certificate (permanent) Domestic Science Manual Training Certificate (temporary) Manual Training Certificate (permanent) for Elementary Schools Manual Training Certificate (permanent) for High Schools Art Teachers' Certificate, Grade A Art Teachers' Certificate, Grade B Music Teachers' Certificate Teachers of the Deaf and Blind	Degree in Arts, in Science or in Literature of recognized British, Canadian or Colonial Universities. Senior Matriculation Certificate of the University of B.C. Junior Matriculation Certificate of the University, B.C. Academic Certificate or First Class Certificate of B.C. Examination set by the Department of Education in nine commercial subjects. High School Assistant Commercial Teachers' Certificate. Examination set by the Department of Education in four commercial subjects. Diploma from training class for Domestic Science teachers in B.C. or from one of the recognized training colleges in Canada, the United States or the United Kingdom. Approved experience in Manual work First Class Manual Training Certificate B.C. Manual Training Teachers' Diploma An Art Master's Certificate of Great Britain or its equivalent from any institution recognized by the Department of Education. An Art Teacher's Certificate of Great Britain or its equivalent from any institution recognized by the Department of Education. A satisfactory diploma from a recognized Training College in Canada, United States or Great Britain. Specialist's Certificate from approved training institution in Canada, United States or Great Britain.	At least four months' training in one of the Normal Schools of B.C. or equivalent training received in another approved Normal School or Training College. 9 months' training in one of the Normal Schools of B.C. or equivalent training received in another approved Normal School or Training College. Nine months' training in one of the Normal Schools of B.C. or equivalent training received in another approved Normal School or Training College. See above for length of Normal training required for an Academic or for a First Class certificate. See above for length of Normal training required for an Academic or for a First Class Certificate. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training. Public School Teachers' Certificate or other approved professional training.	Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Temporary—valid for 1 year. Permanent—valid during good behaviour. Valid for 1 year. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour. Valid during good behaviour.					

Notes.—1 Trained teachers in good standing from any part of the British Empire are admitted immediately to a temporary license of the appropriate class to become permanent after passing M.P.Q. subject No. 1 on recommendation of an inspector.
2 Applicants for permanent certificates are required to submit evidence of at least two years' successful experience in the schools in which their certificates are valid.
3 Ontario Normal Entrance and Saskatchewan 3rd year High School are each roughly equivalent to Grade XI; likewise Ontario Upper School leaving and Saskatchewan 4th year High School are roughly equivalent to Grade XII.

49.—ÉCOLES SOUS LE CONTRÔLE ADMINISTRATIF AU CANADA:

Classification du personnel enseignant dans les différentes provinces et les conditions régissant l'obtention des diplômes.

PROVINCES.	1 CLASSE DES DIPLÔMES	2 DEGRÉS SCOLAIRES EXIGÉS	3 DURÉE DU COURS PÉDAGOGIQUE À L'ÉCOLE NORMALE	4 CONDITIONS ALTERNATIVES AU COURS À L'ÉCOLE NORMALE.	5 TENURE DES DIPLÔMES	6 PROBATION	7 AUTRES CONDITIONS.	REMARQUES.	
ILE DU PRINCE-ÉDOUARD	1ère classe..... 2ème classe..... 3ème classe.....	2 années passées à Prince of Wales..... 1 année passée à Prince of Wales..... L'examen d'entrée au collège P. W.....	Se confond avec les deux années à P. W..... Se confond avec le cours à P. W..... 5 mois.....		Permanent..... Permanent..... Permanent.....				
NOUVELLE-ÉCOSSE ¹	Classe «académique»..... «Première supérieure» («A»)..... 1ère classe («B»)..... 2ème classe («C»)..... 3ème classe («D»)..... «D» temporaire.....	Diplômes conférés par l'université et un examen supplémentaire fixé par les autorités provinciales..... Degré XII..... Degré XI..... Degré X..... Degré IX..... Degré IX.....	6 semaines..... 9 mois..... 9 mois..... 6 mois..... 4 mois..... 3ème rang M.P.Q.....	Diplôme par une université et «première supérieure» M.P.Q. examen..... Degré XII et premier rang M.P.Q..... Degré XI et 2ème rang M.P.Q..... Degré X et 3ème rang M.P.Q..... 3ème rang M.P.Q.....	Permanent..... Permanent..... Permanent..... Permanent..... Une année.....		Certificat de moralité, âge 22 ans, 2 années d'expérience..... Certificat de moralité, âge 20 ans, culture physique..... Certificat de moralité, âge 19 ans, culture physique..... Certificat de moralité, âge 18 ans..... Certificat de moralité, âge 17 ans..... Certificat de moralité, âge 16 ans.....	L'examen «M.P.Q.» («minimum des qualifications professionnelles») consiste en sept matières: 1 Lois scolaires, 2 pratique d'enseignement, 3 hygiène, 4 direction de l'école, 5 histoire d'enseignement publique, 6 «pédagogie», 7 musique. Pour les 3ème rang, il ne faut passer que 4 matières. Ce diplôme n'est pas opératif où on peut obtenir un instituteur qualifié.	
NOUVEAU-BRUNSWICK	«Ecole de grammaire»..... «Première supérieure»..... 1ère classe..... 2ème classe..... 3ème classe.....	Degré XII..... Degré XII..... Degré XI..... Degré X..... Degré IX.....	1 année..... 1 année..... 1 année..... 1 année..... 4 mois.....	Diplôme par une université..... Diplôme par une université..... Diplôme par une université..... Diplôme par une université.....	Permanent..... Permanent..... Permanent..... Permanent..... 3 années.....				
QUÉBEC..... Catholiques..... Comité protestant..	«Académiques»..... «Ecole modèle»..... «Elémentaire»..... Ecole maternelle..... 1ère classe..... 2ème classe..... 3ème classe..... Elémentaire..... Sous-maître d'école maternelle..... Directeur d'école maternelle.....	Diplôme modèle..... Diplôme élémentaire..... Certificat de 6ème année des écoles primaires..... Baccalauréat ès-lettres..... Diplôme intermédiaire et 6 unités à l'université McGill..... Certificat de fin d'étude, ou d'admission à l'université..... (a) degré X..... (b) Voir remarques..... Certificat de fin d'études ou d'admission à l'université..... Diplôme d'école intermédiaire ou diplôme de sous-maître d'école maternelle.....	3 années..... 2 années..... 1 année..... Un cours pédagogique (2 années) à l'université McGill ou Bishop's..... 9 mois..... 9 mois..... (a) 4 mois..... (b) 4 mois..... 2 années dans les écoles de Montréal..... 9 mois.....	Examen pour la commission des examinateurs..... 2 années dans les écoles de Montréal.....	Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent.....		Culture physique, degré «B»..... Culture physique, degré «B»..... On admet à la classe élémentaire en février: étudiants qui possèdent un certificat de degré IX et présentent un certificat montrant (1) qu'ils ont suivi un cours complet d'études à une académie, de septembre à Noël; (2) ou montrant de l'expérience dans l'enseignement, avec permission du département de l'Instruction publique.	Les écoles normales et la commission des examinateurs catholiques exigent les mêmes cours d'étude.	
ONTARIO ²	III..... II..... I..... Sous-maître de «High School».....	Cours de «High School», 2 années..... «Entrée à l'école Normale (4 années «High School»)»..... «Cours plein de «High School» (environ 5 ans)»..... Diplômes (A.B., B.S.C., B.S.A., etc.) des universités britanniques, dans cours approuvés par l'Ontario.....	4 mois dans une «Model School» (voir définition)..... 9 mois..... 9 mois..... 9 mois.....	..... Ou diplôme équivalent obtenu hors la province..... Certificat de 2ème classe de l'Ontario, plus expérience de 3 ans. Diplôme équivalent obtenu hors l'Ontario..... Diplômes équivalent obtenu hors l'Ontario.....	5 années dans les écoles des «districts» ou localités indigentes..... Permanent..... Voir.....	2 années..... diplômes..... diplômes.....	Recommandation par l'inspecteur de classe..... de classe.....	Age 21 ans..... II..... II.....
MANITOBA.....	Diplôme de 3ème classe tenable 2 ans avec la recommandation d'un inspecteur..... Diplôme de 3ème classe tenable 2 ans, mais convertible à diplôme permanent avec la recommandation d'un inspecteur..... Classe II «interim»..... Classe I «interim»..... Classe I «permanent»..... Classe I—Degré «A» et diplôme par instituts collégiaux.....	Degré XI (entrée à l'école normale)..... Degré XI (entrée à l'école normale)..... Degré XI (entrée à l'école normale)..... Degré XII (entrée à l'école normale)..... Degré XII (entrée à l'école normale)..... Diplôme (approuvé) par l'université.....	4 mois..... 9 mois..... 9 mois..... 9 mois..... 9 mois..... 5 mois.....	..... Classe II est convertible à classe I, après l'obtention de scolarités équivalentes à degré XII..... Voir ci-dessus.....	Voir col. 1..... Voir col. 1..... 1 an.....	1 an.....		Pour l'obtention de ce diplôme il faut, après un cours partiel de 15 semaines à l'école Normale, enseigner 1 à 3 ans, puis suivre un autre cours normal de 20 semaines. Un candidat, qui passe l'examen pour degré XII obtient un diplôme de degré «B», convertible en degré «A» au moyen d'un autre examen avancé. On aussi donne le diplôme «A» ou collégial aux diplômés des universités approuvées après un cours approuvé pédagogique. On accepte des diplômés des universités, une année d'expérience au lieu d'un terme à l'école normale.
SASKATCHEWAN.....	Classe III..... Classe II..... Classe I..... «High School»..... Collégial.....	«3ème année High School»..... «3ème année High School»..... «4ème année High School»..... Diplôme de l'université approuvé par le département..... Diplôme de l'université par le département.....	4 mois..... 9 mois..... 9 mois..... 5 mois..... 5 mois.....	Diplôme équivalent obtenu dehors..... Voir ci-dessus..... Voir ci-dessus..... Voir ci-dessus..... Voir ci-dessus.....	..... ..... ..... Permanent..... Permanent.....	3 ans..... 1 an..... 1 an..... 1 an.....	Recommandation par un inspecteur..... Voir au-dessus..... Voir au-dessus..... Voir au-dessus.....	Accordé après une année complète d'enseignement dans une haute école ou un Institut collégial, à ceux qui possèdent un diplôme permanent de haute école.
ALBERTA.....	«Académique»..... Classe I..... Classe II..... Classe III.....	Diplôme de l'université..... Degré XII..... Degré XI..... Degré XI.....	4 mois..... 8 mois..... 8 mois..... 4 mois.....	..... Diplôme équivalent, obtenu dehors..... Voir au-dessus..... Voir au-dessus..... Voir au-dessus.....	Permanent..... Permanent..... Permanent..... Permanent.....	Expérience approuvée, 1 an..... Expérience approuvée, 1 an..... Voir ci-dessus.....	Cours externe pédagogique..... Voir ci-dessus..... Voir ci-dessus.....	On ne donne pas un cours normal pour la formation des instituteurs de classe III, mais on donne ce diplôme aux instituteurs formés hors la province.
COLOMBIE-BRITANNIQUE	«Académique»..... Classe I..... Classe II..... «High School» sous-maître..... Spécialiste commercial..... Science ménagère..... Travaux manuels (temporaire)..... Travaux manuels (permanent)..... Travaux manuels (permanent) pour «High Schools»..... Degré «A», art..... Degré «B», art..... Musique..... Sourds et aveugles.....	Diplôme de l'université..... Diplôme avancé par l'admission à l'université..... Diplôme pour l'admission à l'université..... Diplôme académique ou un examen du département dans 9 matières commerciales..... Diplôme du «High School», sous-maître ou un examen dans 4 matières commerciales..... Diplôme de l'école de la Science ménagère de la C.-B. ou d'un collège approuvé dehors..... Expérience approuvée dans travaux manuels..... Classe I, diplôme pour travaux manuels..... Diplôme pour instituteur des travaux manuels de la C.-B..... Diplôme pour instituteur d'art de la Grande-Bretagne, ou un diplôme équivalent approuvé par le département..... Voir degré «A» au-dessus..... Un diplôme applicable et approuvé d'un collège ci Canada, E.-U. ou à la G.-B..... Voir au-dessus.....	4 mois..... 9 mois..... 9 mois..... 4 mois..... Voir académique ou classe I, diplôme au-dessus..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé.....	Diplôme équivalent, obtenu dehors..... Voir au-dessus..... Voir au-dessus..... Voir au-dessus..... Voir académique ou classe I, diplôme au-dessus..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé..... Cours pédagogique approuvé.....	Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Deux diplômes: l'un tenable 1 an, l'autre permanent..... 1 an..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent..... Permanent.....				

NOTES.—On donne un diplôme équivalent temporaire aux instituteurs qualifiés pour l'enseigner dans quelques États britanniques. Ces diplômes temporaires sont convertissables aux diplômes permanents à force d'une recommandation par l'inspecteur ou un «M.P.Q. n° 1», examen.

¹Pour l'obtention d'un diplôme permanent pour l'école de l'Ontario, il faut enseigner avec succès deux années dans la province.

²L'entrée à l'école normale dans l'Ontario et «la 3ème année High School» dans la Saskatchewan, sont approximativement équivalentes à degré XI; également la «5 années au High School» dans l'Ontario et la «4ème année au High School» dans la Saskatchewan sont équivalentes à degré XII.

Port Arthur, Ont.....	14,886	2,074	1,996	4,070	3,028	362	362	137	196	333	185,988
Sarnia, Ont.....	14,877	1,611	1,627	3,238	2,537	255	255	249	300	549	150,894
Niagara Falls, Ont.....	14,764	1,591	1,533	3,124	2,262	427	572	117	92	209	225,473
New Westminster, B.C.....	14,495	1,537	1,627	3,164	2,777	146	393	286	387	673	223,058
Chatham, Ont.....	13,256	1,618	1,540	3,158	2,247	42	354	164	216	380	155,357
Galt, Ont.....	13,216	1,582	1,568	3,150	2,488	291	291	237	274	511	144,012
St. Boniface, Man.....	12,821	1,615	1,681	3,296	2,420	.....	.....	157	148	305	257,203
Charlottetown, P.E.I.....	12,347	1,143	1,074	2,217	.....	65	107	127	214	341	.....
Belleville, Ont.....	12,206	1,285	1,367	2,652	1,959	.....	330	330	170	221	112,742
Owen Sound, Ont.....	12,190	1,520	1,570	3,090	2,363	.....	514	514	194	262	456
Oshawa, Ont.....	11,940	982	986	1,968	1,555	.....	359	359	146	182	121,553
Lethbridge, Alta.....	11,097	1,514	1,498	3,012	2,313	65	84	149	110	181	328
North Bay, Ont.....	10,692	1,397	1,434	2,831	2,226	.....	218	218	145	147	291
Brockville, Ont.....	10,043	991	1,026	2,017	1,669	.....	406	406	156	197	292
Amherst, N.S.....	9,998	936	921	1,857	1,432	.....	190	190	97	138	353
Woodstock, Ont.....	9,935	1,102	1,077	2,179	1,673	.....	290	290	221	263	101,826
Medicine Hat, Alta.....	9,634	1,455	1,542	2,997	2,463	.....	39	39	172	186	484
Nanaimo, B.C. (and suburbs).....	9,088	681	664	1,345	1,196	.....	.....	.....	69	93	358
New Glasgow, N.S.....	8,974	778	817	1,595	1,211	.....	296	296	86	135	212,790
										221	67,573

¹Primary schools, only 1921—Ecoles primaires, 1921
²Figures of 1923—Chiffres de 1923.

4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1824 to 1922
4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, de 1824 à 1922

Year Année	Total Number Enrolled—Nombre total des inscriptions									
	P.E.I.	N.S.	N.B.	Que.	Ontario	Manitoba	Sask.	Alberta	B.C.	Nine Provinces Neuf provinces
	I.-P.-F.	N.-E.	N.-B.	Qué.					C.-B.	
1811.....	-	-	-	-	-	-	-	-	-	-
1824.....	-	5,514	-	-	-	-	-	-	-	-
1829.....	-	12,000	-	18,410	-	-	-	-	-	-
1835.....	-	15,292	-	37,000	-	-	-	-	-	-
1837.....	1,553	-	-	-	-	-	-	-	-	-
1841.....	4,356	20,910	-	-	-	-	-	-	-	-
1845.....	-	-	15,924	-	-	-	-	-	-	-
1846.....	-	33,960	-	60,600 ²	-	-	-	-	-	-
1850.....	-	-	1,847	-	151,891 ²	-	-	-	-	-
1851.....	5,366	20,579	-	-	168,159	-	-	-	-	-
1852.....	-	-	-	-	179,857	-	-	-	-	-
1854.....	-	-	-	-	204,168	-	-	-	-	-
1856.....	-	31,307	-	-	-	-	-	-	-	-
1858.....	-	-	-	130,940	-	-	-	-	-	-
1861.....	-	33,652	27,982	-	-	-	-	-	-	-
1864.....	-	35,405 ²	30,632	-	-	-	-	-	401	-
1866.....	-	50,574	30,263	-	-	-	-	-	-	718,000
1867.....	-	65,896	31,364	-	403,339	-	-	-	-	-
1868.....	-	68,612	31,988	205,530	-	-	-	-	-	803,000
1871.....	-	75,995	33,981 ²	-	-	817	-	-	-	-
1872.....	-	73,638	39,837	-	462,630	-	-	-	514 ²	1,028
1873.....	-	74,297	42,611	216,992	-	-	-	-	-	1,685
1876.....	-	79,813	64,689	-	499,078	2,734	-	-	-	2,198
1878.....	19,240	82,846	68,780	226,322	499,589	-	-	-	-	2,571
1881.....	21,501	78,828	65,631	227,955	489,404	4,919 ²	-	-	-	891,000
1886.....	22,414	85,714	68,367	-	502,840	15,926	-	2,553	-	4,471
1887.....	22,460	85,474	68,583	255,259	510,671	16,940	-	3,144	-	5,345
1890.....	22,530	85,482	68,523	260,768	515,960	23,256	-	5,398	-	8,042
1891.....	22,330	83,548	68,992	265,513	-	23,871	-	5,652	-	9,260
1892.....	22,169	85,077	68,909	268,535	508,507	23,243	-	6,170	-	10,773
1893.....	22,292	94,899	-	267,202	504,123	28,706	-	8,214	-	11,496
1894.....	22,221	98,710	69,648	274,915	506,726	32,680	-	10,721	-	12,613
1895.....	22,250	100,555	68,761	286,180	509,213	35,371	-	11,972	-	13,482
1896.....	22,138	101,032	68,297	293,584	506,515	37,987	-	12,796	-	14,460
1898.....	21,852	101,203	68,239	304,197	501,495	44,070	-	-	-	17,648
1900.....	21,289	100,129	67,159	311,253	-	50,460	-	-	-	21,531
1901.....	20,779	98,410	66,639	314,881	492,534	51,888	-	-	-	23,615
1902.....	20,803	99,059	67,425	321,288	490,860	54,056	-	-	-	23,901
1903.....	19,956	98,768	65,951	326,183	487,880	57,409	-	33,191	-	24,499
1904.....	19,031	96,886	65,278	329,066	484,351	58,574	-	41,033	-	25,787
1905.....	19,272	100,252	66,897	335,768	487,635	63,287	25,101	24,254	-	27,354
1906.....	18,986	100,332	66,635	341,808	492,544	64,123	31,275	28,784	-	28,522
1907.....	19,036	100,007	66,422	347,614	493,791	67,144	37,622	34,338	-	30,039
1908.....	18,012	100,105	66,383	352,944	501,641	71,031	47,086	39,653	-	33,223
1909.....	18,073	101,680	67,785	367,012	507,219	73,044	55,116	46,048	-	36,227
1910.....	17,932	102,035	68,154	374,547	510,700	76,247	65,392	55,307	-	39,670
1911.....	17,397	102,910	68,951	389,123	518,605	80,848	72,260	61,660	-	49,451
1912.....	17,078	103,984	69,199	400,036	526,951	-	81,896	70,414	-	50,170
1913.....	17,555	105,269	69,663	411,784	542,822	83,679	101,463	79,909	-	57,384
1914.....	19,069	106,351	70,622	435,895	561,927	93,954	113,985	89,910	-	61,957
1915.....	18,402	107,768	72,013	448,087	569,030	100,963	122,862	97,286	-	64,264
1916.....	18,362	109,189	73,007	464,447	560,340	103,796	129,439	90,201	-	64,570
1917.....	18,190	109,032	71,981	463,390	561,865	106,588	142,617	107,727	-	65,118
1918.....	17,861	108,097	71,782	467,508	564,655	109,925	151,326	111,109	-	67,516
1919.....	17,537	106,982	71,029	486,201	584,724	114,662	164,219	121,567	-	72,006
1920.....	17,354	108,096	72,988	495,887	604,923	123,452	174,925	135,750	-	79,243
1921.....	17,510	109,483	73,712	512,651	632,123	122,015	184,871	124,328 ³	-	85,960
1922.....	18,323	114,229	77,774	-	-	136,876	183,935	142,902	-	91,919

BOYS—GARÇONS

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	248,032	-	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.....	8,905	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	32,224	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.....	8,832	52,491	31,784	233,834	292,310	56,884	83,916	61,206	35,954	857,261
1920.....	8,842	53,179	32,015	239,648	302,887	-	88,992	68,045	39,772	833,381
1921.....	8,913	54,355	33,615	248,544	318,350	-	93,943	62,957 ³	43,442	864,119
1922.....	9,273	57,028	35,431	-	-	-	93,644	72,093	46,833	-

¹Common School System formed—écoles élémentaires organisées.

²Free School System established—écoles libres établies.

³Half year only—n y compris que les chiffres de six mois.

4.—Historical Summary of Enrolment in Schools in Canada by Provinces, 1821 to 1922—Concluded
4.—Relevé rétrospectif des élèves des écoles canadiennes, par provinces, 1821 à 1922—fin

GIRLS—FILLES

Year Année	P.E.I. I.P.-E.	N.S. N.-E.	N.B. ³ N.-B.	Quebec Québec	Ontario	Manitoba	Sask.	Alberta	B.C. C.-B.	Nine Provinces — Neuf 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	493,836
1903.....	9,111	48,979	29,141	167,206	232,382	-	-	-	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	33,088	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
1920.....	8,512	54,917	33,035	256,239	302,036	-	85,932	67,705	39,471	847,847
1921.....	8,597	55,128	34,477	264,107	313,773	-	90,928	61,371 ^s	42,508	870,889
1922.....	9,050	57,201	35,915	-	-	-	90,291	70,809	45,086	-

^sSecond term—2ème terme.

5.—Nova Scotia Schools: Attendance of pupils, 1904-1922
5.—Ecoles de la Nouvelle-Ecosse: assiduité des élèves, 1904-1922

Year—Année	Number of Pupils Attending Nombre d'élèves fréquentant						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	
	Moins de 20 jours	20-49 jours	50-99 jours	100-149 jours	150-199 jours	200 jours ou plus	
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	49,136	1,505	102,035
1911.....	7,188	13,617	18,256	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	43,435	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
1920.....	6,263	11,817	18,020	25,719	44,755	1,522	108,096
1921.....	4,903	9,970	15,420	22,570	52,551	4,069	109,483
1922.....	4,472	9,343	14,642	22,862	58,212	4,698	114,229

6.—Manitoba Schools: Attendance of Pupils, 1917-1922
6.—Ecoles de Manitoba: assiduité des élèves, 1917-1922

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant						Total
	Less than 50 days	51-100 days	101-150 days	151-175 days	176-200 days	200 days and over	
	Moins de 50 jours	51-100 jours	101-150 jours	151-175 jours	176-200 jours	200 jours ou plus	
1917.....	17,861	16,387	21,547	18,651	27,990	4,152	106,588
1918.....	17,481	18,068	22,206	18,693	31,069	2,408	109,925
1919.....	24,040	24,422	46,873	15,782	2,734	346	114,197
1920.....	23,739	21,727	27,362	22,131	27,850	643	123,452
1921.....	19,408	18,439	24,979	24,636	39,279	2,274	129,015
1922.....	20,402	16,480	25,254	26,579	46,428	2,733	136,876

DOMINION BUREAU OF STATISTICS

7.—Saskatchewan Schools: Attendance of Pupils, 1906-1922

7.—Ecoles de la Saskatchewan: assiduité des élèves, 1906-1922

Year—Année	Number of pupils who attended—Nombre d'élèves fréquentant						Total
	Less than 20 days	20 to 50 days	51 to 100 days	101 to 150 days	151 to 200 days	More than 200 days	
	Moins de 20 jours	20-50 jours	51-100 jours	101-150 jours	151-200 jours	200 jours ou plus	
1906.....	3,669	6,450	9,064	6,550	4,973	569	31,275
1907.....	4,086	7,089	11,475	8,294	6,050	628	37,622
1908.....	4,535	8,698	13,861	9,836	9,019	1,137	47,086
1909.....	6,110	10,308	15,808	11,347	9,327	1,069	53,969
1910.....	6,715	12,449	18,510	13,785	11,180	1,325	63,964
1911.....	7,486	13,145	20,628	15,397	11,825	1,004	69,485
1912.....	8,537	14,875	23,567	17,804	14,204	895	79,882
1913.....	10,310	17,621	27,471	23,161	19,381	1,165	99,109
1914.....	9,906	17,552	28,659	26,379	26,508	2,055	111,059
1915.....	8,930	16,525	29,591	29,664	30,529	4,040	119,279
1916.....	11,124	20,254	35,241	31,367	25,992	1,612	125,590
1917.....	6,269	21,158	37,952	35,234	31,694	6,424	138,731
1918.....	11,171	23,592	42,478	50,907	18,950	134	147,232
1919.....	9,497	20,199	38,785	42,445	46,121	2,421	150,468
1920.....	10,014	19,873	38,766	45,479	52,424	2,452	160,008

Year Année	Number of pupils who attended—Nombre d'élèves fréquentant											Total
	Less than 20 days	20 to 49 days	50 to 59 days	60 to 79 days	80 to 99 days	100 to 119 days	120 to 139 days	140 to 159 days	160 to 179 days	180 to 199 days	More than 200 days	
	Moins de 20 jours	20-49 jours	50-59 jours	60-79 jours	80-99 jours	100-119 jours	120-139 jours	140-159 jours	160-179 jours	180-199 jours	200 jours ou plus	
1921.....	8,822	11,343	12,761	14,906	14,393	18,046	17,656	19,411	26,141	29,694	4,735	177,908

8.—Alberta Schools: Attendance of Pupils, 1910-1922

8.—Ecoles de l'Alberta: assiduité des élèves, 1910-1922

Year—Année	Number of Pupils Attending—Nombre d'élèves fréquentant						Total
	Less than 20 days	20 to 50 days	51 to 100 days	101 to 150 days	151 to 200 days	Over 200 days	
	Moins de 20 jours	20-50 jours	51-100 jours	101-150 jours	151-200 jours	200 jours ou plus	
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
1920.....	8,319	17,475	34,847	32,304	42,447	358	135,750

Year Année	Number of Pupils Attending—Nombre d'élèves fréquentant											Total
	Less than 20 days	20 to 40 days	41 to 60 days	61 to 80 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 159 days	160 to 179 days	180 to 199 days	200 days and over	
	Moins de 20 jours	20-40 jours	41-60 jours	61-80 jours	81-100 jours	101-120 jours	121-140 jours	141-159 jours	160-179 jours	180-199 jours	200 jours ou plus	
1921 ¹	6,484	14,616	16,699	14,953	23,240	47,230	1,106	—	—	—	—	124,328
1922.....	5,637	9,803	10,343	8,240	8,932	10,203	10,719	14,832	24,199	37,104	2,890	142,902

¹Second term only. Septembre à juin.

9.—Historical Summary of Average Daily Attendance in Publicly Controlled Schools in Canada by Provinces, 1866-1922

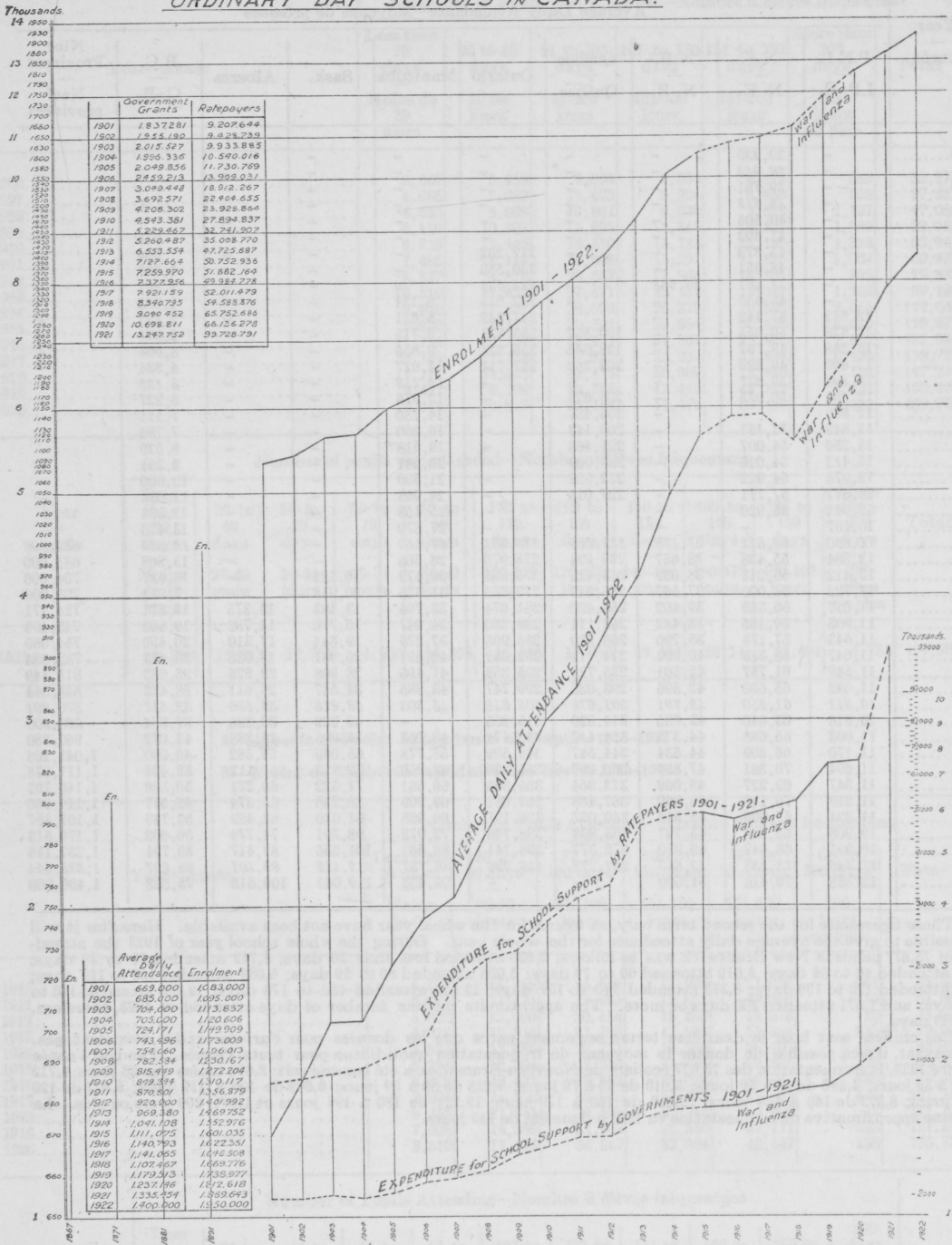
9.—Relevé rétrospectif des moyennes de présence des écoles canadiennes, par provinces, 1866-1922

Year Année	Average Daily Attendance—Moyenne de présence									Nine Provinces Neuf provinces
	P.E.I. I.P.-E.	N.S. N.-E.	N.B. ¹ N.-B.	Quebec Québec	Ontario	Manitoba	Sask.	Alberta	B.C. C.-B.	
1866.....	-	29,239	-	-	-	-	-	-	-	-
1867.....	-	36,943	-	-	-	-	-	-	-	-
1868.....	-	39,781	-	-	-	-	-	-	-	-
1871.....	-	43,612	-	-	-	-	-	-	-	-
1872.....	-	40,806	-	-	-	-	-	-	-	-
1873.....	-	41,392	-	-	-	-	-	-	575	-
1876.....	-	45,373	-	-	217,202	-	-	-	984	-
1878.....	-	48,951	-	-	230,586	-	-	-	1,396	-
1881.....	-	43,461	36,688	-	222,634	-	-	-	1,367	-
1883.....	-	45,650	-	-	222,015	6,151	-	-	1,383	-
1886.....	12,612	57,142	-	-	247,842	8,611	-	-	2,481	-
1887.....	12,325	50,055	-	190,857	255,379	9,715	-	-	2,873	-
1888.....	12,248	48,707	-	192,045	256,253	9,856	-	-	3,093	-
1890.....	12,490	49,620	-	202,360	262,744	11,627	-	-	4,334	-
1891.....	12,898	49,347	-	-	-	12,453	-	-	5,135	-
1892.....	12,986	50,975	-	205,623	-	12,976	-	-	6,227	-
1893.....	12,960	-	-	206,487	-	14,180	-	-	7,111	-
1894.....	12,849	51,153	-	206,143	-	16,260	-	-	7,786	-
1895.....	13,250	54,007	-	221,168	-	19,516	-	-	8,610	-
1896.....	13,412	54,016	-	220,969	-	20,247	-	-	9,254	-
1897.....	12,978	54,922	-	222,322	-	21,500	-	-	10,000	-
1898.....	13,377	57,771	-	227,016	-	24,958	-	-	11,056	-
1899.....	12,941	55,920	-	-	-	25,458	-	-	12,304	-
1900.....	13,167	-	-	-	-	27,870	-	-	13,438	-
1901.....	12,330	53,643	37,473	232,255	275,234	27,550	-	-	15,335	669,000
1902.....	12,884	55,438	38,657	236,924	275,970	28,306	-	-	15,808	685,000
1903.....	12,112	55,213	38,032	243,123	275,385	36,479	16,321	-	16,627	704,000
1904.....	11,722	54,000	37,567	246,319	273,815	31,326	16,321	-	17,071	705,000
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	920,909
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	345,509	53,778	65,009	51,582	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	66,561	71,522	60,271	50,880	1,140,793
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	68,439	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
1920.....	10,991	66,442	46,950	372,377	396,141	88,563	101,355	82,417	59,791	1,237,146
1921.....	11,446	73,238	49,655	397,172	446,396	86,137	113,412	89,401	68,597	1,335,454
1922.....	12,338	79,410	51,590	-	-	95,433	119,041	100,515	75,528	1,400,000

¹These figures are for the second term only, as figures for the whole year have not been available. Hereafter it will be possible to give the average daily attendance for the whole year. During the whole school year of 1923 the attendance of 75,677 pupils in New Brunswick was as follows: 2,620 attended less than 20 days; 4,712 attended 20 to 39 days; 4,590 attended 40 to 59 days; 5,019 attended 60 to 79 days; 5,026 attended 80 to 99 days; 6,089 attended 100 to 119 days; 5,937 attended 120 to 139 days; 8,372 attended 140 to 159 days; 12,612 attended 160 to 179 days; 19,129 attended 180 to 199 days; and 1,571 attended 200 days or more. The approximate median number of days attended in 1923, therefore, was 149 days.

¹Ces chiffres sont pour le deuxième terme seulement, parce que les données pour l'année entière n'existent pas. Dorénavant, il sera possible de donner la moyenne de fréquentation quotidienne pour toute l'année. Pendant l'année scolaire 1923, la fréquentation des 75,677 écoliers du Nouveau-Brunswick a été comme suit: 2,620 moins que 20 jours; 4,712 de 20 à 39 jours; 4,590 de 40 à 59 jours; 5,019 de 60 à 79 jours; 5,026 de 80 à 99 jours; 6,089 de 100 à 119 jours; 5,937 de 120 à 139 jours; 8,372 de 140 à 159 jours; 12,612 de 160 à 179 jours; 19,129 de 180 à 199 jours et 1,571, 200 jours ou plus. La moyenne approximative de fréquentation en 1923 a donc été de 149 jours.

ORDINARY DAY SCHOOLS IN CANADA.



Note.—The above ratio chart purposes to illustrate the convergence of enrolment and average attendance from year to year. The convergence should mean gradual elimination of waste. It also shows the divergence between expenditure by governments and ratepayers, this divergence probably represents increase of public interest in education.

Ce graphique montre la tendance au rapprochement entre le coefficient des inscription et celui de la fréquentation moyenne. Ce rapprochement signifie une moindre perte de temps. Il montre aussi l'écart grandissant entre les dépenses des gouvernement et celles des contribuables. Cet écart représente probablement une augmentation d'entret dans l'instruction de la part du public.

2.—DISTRIBUTION OF PUPILS BY AGES AND GRADES
2.—RÉPARTITION DES ÉLÈVES PAR DEGRÉS

10.—Comparative Table of the Distribution of Pupils, by Grades in Publicly Controlled Schools in the Different Provinces during the Year 1922, or the latest year reported.
10.—Tableau comparatif de la répartition des élèves dans les écoles publiquement contrôlées des différentes provinces, par degrés, pendant l'année 1922, ou l'année la plus rapprochée.

Province	Year — Année	Elementary Grades—Degrés élémentaires								Secondary Grades—Degrés secondaires				Total			
		Kindergarten Ecole maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elem-entary Elé-mentaires	Second-ary Se-conda-ires	Total
Nova Scotia—Nouvelle-Ecosse.	1922	9,006	21,121	14,016	13,072	11,618	11,289	9,142	7,498	6,428	5,400	3,533	1,680	426	103,190	11,039	114,229
New Brunswick—Nouveau-Brunswick.....	2nd term, 1922	-	15,747	11,750	11,943	11,228	9,362	3,488	2,896	2,239	1,400	788	491	14	68,653	2,693	71,346
Quebec (Protestant Schools)— Québec (protestantes).....	1921	543	14,291	8,189	7,937	8,099	7,283	5,721	4,473	2,940	1,713	1,038	616	-	59,476	3,367	62,843
Manitoba—Manitoba.....	1922	-	32,251	19,338	18,225	16,845	13,858	10,860	7,110	7,660	5,136	3,355	2,099	139	126,147	10,729	136,876
Saskatchewan.....	1922	1,977	47,796	22,336	24,519	24,474	17,964	14,203	8,372	11,460	5,121	2,782	2,299	512	173,221 ¹	10,714	183,935
Alberta.....	1922	2,698	29,899	18,150	18,890	16,733	13,631	12,507	9,843	9,789	5,101	3,101	1,998	562	132,140	10,762	142,902
Ontario.....	1921-22	25,959	130,312	80,132	108,990		120,511		111,349		40,972		11,560	2,338	577,253	54,890	632,123
			Primer. Sylla- baire	First Book. 1er livre	Second Book. 2ème livre		Third Book. 3ème livre		Fourth Book. 4ème livre		Fifth Book and Lower School. 5ème livre ou Cours inférieur	Middle School. Cours Moyen	Upper School. Cours supér.				
			Junior Grade Cours préparatoire				Intermediate Grade Cours intermédiaire		Senior Grade Cours supérieure		Junior Grade Cours préparatoire	Inter- mediate Grade. Cours inter- médi- aire	Senior Grade. Cours supé- rieur				
			1st Primer. 1er sylla- baire	2nd Primer and 1st Reader 2ème sylla- baire et 1er livre.	Second Reader. 2ème livre de lecture	Third Reader. 3ème livre de lecture	Fourth Reader. 4ème livre de lecture										
Brit. Columbia—Col. Britanniq.	1922		13,714	14,454	14,420		22,213		18,174						82,975	8,944	91,919
Prince Edward Island—Ile du Prince-Edouard.....	1922		5,417		4,749		4,433		3,557		1st Year P.W.C. ² 1ère année P.W.C.	2nd Year P.W.C. 2ème année P.W.C.	3rd Year P.W.C. 3ème année P.W.C.				18,664
Quebec (R.C. Schools)—Quebec (Catholiques) ³	1922	32,226	136,402	97,233	79,553	49,555	21,859	11,114	4,910	2,742							435,594
			1st Year 1ère année	2nd Year 2ème année	3rd Year 3ème année	4th Year 4ème année	5th Year 5ème année	6th Year 6ème année	7th Year 7ème année	8th Year 8ème année							

¹Including 120 unclassified—Y compris 120 non indiqués ²P.W.C.—Prince of Wales College. ³The positions of the figures for these schools do not indicate comparability with the figures of other provinces. La position de ces chiffres n'indique pas qu'ils peuvent être comparés à ceux des autres provinces.

11.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province.
 11.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province.

		Grade—Degré							
		K.	K.P.	I	II	III	IV	V	VI
1	Nova Scotia: Halifax City, Boys.....		721	788	780	694	692	637	458
2	Girls.....		719	673	677	623	606	679	475
3	Whole Province, Boys....		4,633	11,195	7,390	6,861	6,000	5,765	4,518
4	Girls....		4,373	9,926	6,626	6,211	5,618	5,524	4,624
5	New Brunswick: 1st Term.....		16,757	11,421	11,579	10,587	10,587	8,514	3,507
6	2nd Term.....		15,747	11,750	11,943	11,228	9,362	3,488	
7	Ontario: Public School: Rural.....		1,724	52,706	29,078	40,993		44,274	
8	City.....	14,081	4,953	33,649	23,897	8,702	25,778	22,051	19,334
9	Town.....	867	2,000	15,373	10,122	6,325	7,343	8,075	6,870
10	Village.....		268	5,135	3,457	2,286	2,286	2,696	2,277
11	Total.....	14,948	8,945	106,863	66,554	93,713		105,577	
12	R. C. Separate: Rural.....		443	7,341	3,308	3,324		2,934	
13	City.....		947	9,687	6,387	7,623		7,893	
14	Town.....		676	6,065	3,576	4,027		3,772	
15	Village.....			356	207	303		335	
16	Total.....		2,066	23,449	13,578	15,277		14,934	
17	Continuation.....								
18	High School.....								
19	Collegiate Institute.....								
20	Total.....	14,948	11,011	130,312	80,132	108,990		120,511	
21	Manitoba: Winnipeg.....		95	6,462	5,615	5,267	4,570	4,065	3,474
22	Whole Province.....		32,251		19,338	18,225	16,845	13,858	10,860
23	Saskatchewan: Elementary Schools:								
24	Rural....		31,317		13,069	15,021	15,767	10,987	8,275
25	Village....		7,867		3,560	4,077	3,859	2,865	2,376
26	Town.....		598	3,727	2,556	2,651	2,403	1,879	1,737
27	City.....		1,379	4,885	3,151	2,770	2,445	2,233	1,815
28	Total.....		1,977	47,796	22,336	24,519	24,474	17,964	14,203
29	Secondary Schools.....								
30	Alberta: Graded Schools.....		2,698	12,205	9,980	9,728	8,373	7,045	6,515
31	Ungraded Schools.....			17,694	8,170	9,162	8,360	6,586	5,996
32	Total.....		2,698	29,899	18,150	18,890	16,733	13,631	12,511
33	British Columbia: City Schools.....		6,418		6,869	6,995		11,296	
34	Rural Municipal....		4,076		4,122	4,209		6,622	
35	Rural and Assisted..		3,220		3,463	3,216		4,295	
36	Total (Elementary)..		13,714		14,454	14,420		22,213	
37	High Schools.....								

Quebec		Kindergarten — Ecoles Maternelles	Elementary Grades — Degrés élémentaires			
Roman Catholic Primary Schools			1st year — 1ère année	2nd year — 2ème année	3rd year — 3ème année	4th year — 4ème année
38	Elementary.....	6,449	89,146	54,612	41,962	21,399
39	Model.....	12,645	26,549	23,521	19,189	13,309
40	Academies.....	13,132	20,707	19,100	18,402	14,847
41	Total.....	32,226	136,402	97,233	79,553	49,555

Protestant Schools:		Kindergarten — Ecoles mater- nelles	Elementary Grades — Degrés élémentaires						
			1st year — 1ère année	2nd year — 2ème année	3rd year — 3ème année	4th year — 4ème année	5th year — 5ème année	6th year — 6ème année	7th year — 7ème année
42	Elementary.....	439	11,734	6,870	6,545	6,561	5,915	4,283	2,986
43	Intermediate.....	21	855	421	451	521	437	358	371
44	High Schools.....	83	1,702	898	941	1,017	931	1,080	1,116
45	Total.....	543	14,291	8,189	7,937	8,099	7,283	5,721	4,473

K.—Kindergarten.—Ecole maternelle.
 K.P.—Kindergarten Primary.—Ecole maternelle primaire.

11.—Distribution of Pupils by Grades in the different Provinces in the types of Schools reported by each Province

11.—Répartition des élèves des différentes provinces, par degré selon les types d'écoles de chaque province

Grade—Degré							
VII	VIII	IX	X	XI	XII		
350	276	200	107	78	14	Nouvelle-Ecosse: Cité d'Halifax, garçons.	1
390	333	237	206	107	99	filles.	2
3,552	2,912	2,174	1,158	693	177	province entière, garçons.	3
3,946	3,516	3,226	2,375	987	249	filles.	4
2,940	2,240	1,472	809	509	14	Nouveau-Brunswick: 1 ^{er} terme.	5
2,896	2,239	1,400	788	491	14	2 ^{ème} terme.	6
43,550		3,260				Ontario: écoles publiques, rurales.	7
15,944	20,118	897	678			des cités.	8
6,025	8,572	58	22			des villes.	9
2,031	3,261	188	32			des villages.	10
99,501		5,135				Total.	11
2,273		543				écoles séparées (catholiques) rurales.	12
6,279		2,141				des cités.	13
2,948		93				des villes.	14
348		48				des villages.	15
11,848		2,825				Total.	16
		3,423	2,316	1,766		écoles de continuation.	17
		6,780	4,788	4,157	946	"High School".	18
		9,170	6,535	5,637	1,392	instituts collégiaux.	19
111,349		40,972		11,560	2,338	Total.	20
2,699	2,160	1,850	1,211	655	75	Manitoba: cité de Winnipeg.	21
7,110	7,660	5,136	3,355	2,099	139	province entière.	22
4,711	5,764	802	194	43	2	Saskatchewan: écoles élémentaires:	23
1,307	2,436	1,410	723	441	4	rurales.	24
703	1,422	1,022	656	565	54	des villages.	25
1,651	1,009					des villes.	26
8,372	10,631	3,234	1,573	1,049	60	des cités.	27
	829	1,887	1,209	1,250	452	Total.....	28
5,236	5,157	4,278	2,954	1,967	559	écoles secondaires.	29
4,607	4,632	823	147	31	3	Alberta: écoles à classes multiples.	30
9,843	9,789	5,101	3,101	1,998	562	écoles à classe unique.	31
9,370			17			Total.	32
5,313			29			Colombie-Britannique: écoles des cités.	33
3,491		264				écoles des municipalités rurales.	34
18,174		310				écoles rurales et subventionnées.	35
				8,634		Total (écoles élémentaires)	36
						"High Schools."	37

Model School Grades		Academy Grades.		Total	Québec	
Degrés modèles		Degrés académiques				
5th year	6th year	7th year	8th year		Ecoles primaires (catholiques):	
5 ^{ème} année	6 ^{ème} année	7 ^{ème} année	8 ^{ème} année			
2,941	598	129	31	217,267	Elémentaires.	38
8,697	3,637	464	114	108,125	Modèles.	39
10,221	6,879	4,317	2,597	110,202	Académiques.	40
21,859	11,114	4,910	2,742	435,594	Total.	41

Model School Grades		Academy Grades		Total	Ecoles protestantes:	
Degrés modèles		Degrés académiques				
8th year	9th year	10th year	11th year		Elémentaires. <th rowspan="2"></th>	
8 ^{ème} année	9 ^{ème} année	10 ^{ème} année	11 ^{ème} année			
257	10	1	1	45,602	Intermédiaires.	42
363	209	109	19	4,135	"High Schools".	43
2,320	1,494	928	596	13,106	Total.	44
2,940	1,713	1,038	616	62,843		45

12.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1922 or latest year reported.
12.—Age de la population scolaire dans sept provinces du Canada, chiffres de 1922 ou du dernier rapport.

No.	Province or part of Province	No. of Pupils enrolled whose age was									
		Under 5 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.
		Moins de 5 ans	5 ans	6 ans	7 ans	8 ans	9 ans	10 ans	11 ans	12 ans	13 ans
1	Nova Scotia: Halifax City...	168	652	1,024	1,159	1,097	1,104	1,136	1,068	1,135	1,004
2	Whole province	1,392	6,530	10,312	11,481	11,905	11,676	11,660	11,135	10,613	9,706
3	New Brunswick: Urban.....			3,372	3,957	4,108	4,159	4,056	3,835	3,984	3,620
4	Whole province			7,309	7,852	8,317	8,340	8,286	7,492	7,805	6,895
	Québec: Roman Catholic primary schools—							168,165			
5	Boys.....		54,672								
6	Girls.....		53,507					167,898			
	Protestant Schools—										
7	Boys.....		7,127					25,233			
8	Girls.....		6,917					24,685			
9	Total primary schools		122,223					385,981			
10	Roman Catholic classical colleges (1922)							2,618			
11	Protestant high schools 1922.....		88					1,622			
12	Protestant academies		911					5,353			
	Ontario:—										
13	Public schools: Rural.....										
14	City.....	666	12,870	19,815	21,530	20,784	19,728	19,367	18,191	18,108	17,728
15	Town.....	148	2,639	6,685	7,873	7,794	7,884	7,661	7,464	7,359	7,084
16	Village.....		566	1,980	2,559	2,701	2,601	2,718	2,553	2,417	2,301
17	Total urban public.....	814	16,075	28,480	31,962	31,279	30,213	29,746	28,208	27,884	27,113
18	Continuation schools 1921.....							1	10	132	535
19	Collegiate institutes and high schools.....							3	35	461	2,558
20	Manitoba ²	15	35	11,039	15,205	15,676	15,065	14,785	13,488	13,040	12,414
	Saskatchewan:—										
21	Rural.....	108	1,853	7,654	12,985	13,013	12,517	12,267	11,119	10,692	9,890
22	City.....		586	2,314	2,969	2,995	2,533	2,318	2,099	1,996	1,609
23	Town.....		158	1,593	2,245	2,256	2,192	2,031	1,897	1,781	1,729
24	Village.....	22	581	2,560	3,678	3,524	3,417	3,255	2,927	2,814	2,570
25	Collegiate institutes and high schools.....							1	11	76	485
26	Total.....	130	3,178	14,121	21,877	21,788	20,659	19,872	18,053	17,359	16,283
27	Alberta:— Boys.....		565	4,837	8,096	8,112	7,926	7,285	6,983	6,704	6,573
28	Girls.....		484	4,575	7,739	8,099	7,723	7,307	7,004	6,686	5,905
29	Total.....		1,049	9,412	15,835	16,211	15,654	14,592	13,987	13,390	12,478

13.—Public and Private Schools in Canada: Distribution of 918,308 Pupils by Age and Grade, 1922
13.—Ecoles publiques et privées au Canada: Répartition de 918,380 élèves par âge et par degrés, en 1922

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total		Total	
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary		Secondary
														Elémentaires		Secon- daires
4 ³	—	130	—	—	—	—	—	—	—	—	—	—	—	130	—	130
5.....	814	7,040	31	3	5	—	—	—	—	—	—	—	—	7,893	—	7,893
6.....	9,875	42,571	1,222	89	15	2	5	—	—	—	—	—	—	53,779	—	53,779
7.....	3,961	70,328	13,212	2,051	153	11	4	—	—	—	—	—	—	89,720	—	89,720
8.....	298	47,855	33,859	12,291	2,996	188	6	1	—	—	—	—	—	97,524	—	97,524
9.....	—	20,698	30,606	25,242	15,641	2,339	246	13	3	—	—	—	—	94,838	—	94,838
10.....	—	8,776	16,801	22,994	28,305	11,985	2,472	283	42	6	—	—	—	91,658	6	91,664
11.....	—	3,822	7,983	13,854	24,888	23,577	10,630	2,489	608	75	—	—	—	87,851	75	87,926
12.....	—	2,051	3,851	7,600	15,616	22,246	19,898	9,031	3,534	963	61	3	—	83,827	1,027	84,854
13.....	—	1,221	1,998	4,354	9,216	15,224	19,184	15,930	11,487	5,160	668	33	1	78,614	5,862	84,476
Total																
7-13.....	4,259	154,781	108,310	88,386	96,815	75,620	52,440	27,747	15,674	6,204	729	36	1	624,032	6,970	631,002
14.....	—	755	957	2,174	5,108	8,849	13,339	15,599	20,251	11,715	3,381	253	12	67,032	15,361	82,393
15.....	—	185	415	858	1,993	4,002	6,950	9,416	18,587	13,008	7,614	1,446	102	42,406	22,170	64,576
16.....	—	85	170	273	605	1,166	2,341	3,678	10,070	8,510	8,677	3,907	496	18,388	21,590	39,978
Total																
14-16.....	—	1,025	1,542	3,305	7,706	14,017	22,630	28,693	48,908	33,233	19,672	5,606	610	127,826	59,121	186,947
17 ⁴	—	55	74	98	259	404	825	1,337	4,958	4,951	8,764	13,167	3,664	8,010	30,546	38,556
Total..	14,948	205,602	111,179	91,881	104,800	90,043	75,900	57,777	69,540	44,388	29,165	18,809	4,275	821,670	96,637	918,307

¹Including 120 not classified.

²This province has furnished statistics of ages by single years since 1917. In that year there were 26,063 in attendance who were over the age of 13; in 1918, 27,380; in 1921, 32,994; in 1922, 37,043.

³4 years and less—4 ans au moins. ⁴17 years and over—17 ans ou plus.

12.—Ages of pupils enrolled in Schools in Seven Provinces in Canada, 1922 or latest year reported.
12.—Âge de la population scolaire dans sept provinces du Canada chiffres, de 1922 ou du dernier rapport

Nombre d'élèves inscrits âgés de								Total	Province ou partie de province	No.
14 yrs. 14 ans	15 yrs. 15 ans	16 yrs. 16 ans	17 yrs. 17 ans	18 yrs. 18 ans	19 yrs. 19 ans	20 yrs. 20 ans	21 yrs. or over 21 ans ou plus			
974	600			538				11,619	Nouvelle-Ecosse—Cité d'Halifax.	1
7,858	5,240			4,721				114,229	Province entière.	2
3,043	2,415	1,554	667	210	44	13	10	39,047	Nouveau-Brunswick—Urbains.	3
5,554	3,916	2,032	997	319	87	23	20	75,514	Province entière.	4
									Québec—Ecoles élémentaires catho- liques—	
	39,646		31,775					294,258	Garçons.	5
	38,622		29,824					289,851	Filles	6
									Ecoles protestantes—	
	4,957		3,781					41,098	Garçons	7
	4,796		3,104					39,502	Filles	8
	88,021		68,484					664,709	Total, écoles primaires.	9
									Collèges classiques catho- liques, 1922	10
	2,895		2,329			1,479		9,321	"High schools" protestantes, 1922	11
	1,893		774			151		4,528	Académies protestantes, 1921.	12
	1,813		862			172		9,111	Ontario—	
								215,585	Ecoles publiques, rurales,	13
13,006	5,818	1,922	460	80		9		190,082	des cités	14
5,085	2,697	988	253	37		1		71,652	des villes.	15
1,783	1,015	540	149	34				23,917	des villages.	16
19,874	9,530	3,450	862	151		10		285,651	Total, écoles urbaines publi- ques.	17
1,257	1,737	1,769	1,131	577	228	76	52	7,505	Ecoles primaires supérieures, 1921	18
6,306	8,800	8,728	6,206	3,721	1,589	646	334	39,405	Instituts Collégiaux et "high schools"	19
10,640	6,882	3,841	1,857	829	296		284	136,876	Manitoba ²	20
									Saskatchewan—	
7,635	3,739	1,510	577	235	94	32	32	106,072	Ecoles rurales	21
1,145	534	159	47	17	10	3	4	21,338	des cités	22
1,448	1,096	718	463	218	82	34	32	19,973	des villes	23
2,266	1,463	1,005	485	225	67	36	30	30,925	des villages	24
									Instituts Collégiaux et "high schools"	25
854	1,142	1,072	852	534	272	118	210	5,627	Total	26
13,348	7,974	4,464	2,424	1,229	525	223	308	183,935	Alberta—Garçons	27
5,987	4,663	2,384	1,125	464	186	75	128	72,093	Filles	28
5,756	4,336	2,659	1,437	633	243	106	112	70,809	Total	29
11,743	8,999	5,043	2,562	1,097	429	181	240	142,902		

14.—Private Schools in Canada: Distribution of 4,960 Pupils by Age and Grade in a selected list of 26 schools
14.—Ecoles privées au Canada: Répartition de 4,960 élèves par âge et par degrés dans 26 écoles choisies, 1921-22

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Special	Total		
	Kindergarten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI			XII	
5 ^a	25	30	-	-	-	-	-	-	-	-	-	-	-	-	55	
6	34	54	3	-	-	-	-	-	-	-	-	-	-	-	91	
7	17	85	52	8	-	-	-	-	-	-	-	-	-	-	164	
8	1	60	67	55	18	7	1	-	-	-	-	-	-	-	209	
9	-	21	38	53	56	52	17	-	-	-	-	-	-	-	237	
10	-	9	11	44	46	91	79	12	-	-	-	-	-	-	292	
11	-	9	1	24	28	70	75	100	34	4	-	-	-	-	345	
12	-	-	1	2	7	43	72	110	88	36	4	-	-	-	365	
13	-	-	-	1	1	13	23	91	136	203	44	3	-	-	527	
Total 7-13	18	184	170	187	158	276	267	313	258	243	48	3	-	14	2,139	
14	-	-	-	-	1	4	15	48	120	217	139	27	-	-	15	586
15	-	-	-	2	2	1	5	19	53	199	206	106	14	-	25	632
16	-	-	-	-	-	-	1	5	14	121	211	222	32	-	44	650
Total 14-16	-	-	-	2	3	5	21	72	187	537	556	355	46	-	84	1,868
17 ^a	-	-	-	-	-	-	-	3	8	54	97	320	146	-	189	807
Total	77	268	173	189	161	281	288	388	453	834	701	668	192	287	4,960	

¹Y compris 120 non indiqués

²Cette province a fourni des statistiques d'âge par année, depuis 1917. Alors qu'il y avait une fréquentation du 26,063 élèves au-dessus de 13 ans; en 1918, 27,380; en 1921, 32,994; en 1922, 37,043.

³5 years or less—5 ans ou moins. ⁴17 years or over—17 ans ou plus.

15.—Nova Scotia Schools: Distribution of Pupils by Age and Grade, 1922
15.—Écoles de la Nouvelle-Écosse: Répartition des élèves, par âge et par degré, en 1922

Age ¹	Elementary Grades—Degrés élémentaires								Secondary Grades — Degrés secondaires				Total				
	1 ² (a)	1 ² (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Com- mer- cial	Ele- men- tary	Sec- ond- ary	Total
														Com- mer- ciales	Elé- men- taires	Sec- ond- aires	
4 ³ ...	1,162	229	1	-	-	-	-	-	-	-	-	-	-	-	1,392	-	1,392
5...	3,661	2,738	124	7	-	-	-	-	-	-	-	-	-	-	6,530	-	6,530
6...	3,319	5,351	1,451	178	13	-	-	-	-	-	-	-	-	-	10,312	-	10,312
7...	1,562	4,795	3,436	1,443	225	20	-	-	-	-	-	-	-	-	11,481	-	11,481
8...	649	2,950	3,557	3,017	1,416	281	34	1	-	-	-	-	-	-	11,905	-	11,905
9...	281	1,520	2,425	3,181	2,620	1,312	295	38	4	-	-	-	-	-	11,676	-	11,676
10...	114	801	1,443	2,183	2,708	2,661	1,320	369	58	3	-	-	-	-	11,657	3	11,660
11...	85	414	769	1,411	1,956	2,708	2,281	1,155	296	57	-	-	-	-	11,078	57	11,135
12...	37	248	462	857	1,301	2,031	2,145	1,999	1,131	370	31	-	1	-	10,211	402	10,613
13...	17	123	201	459	813	1,280	1,640	1,904	1,893	1,102	245	27	2	-	8,330	1,376	9,706
14...	9	31	87	225	333	710	915	1,270	1,729	1,620	710	164	4	1	5,359	2,498	7,858
15...	3	18	37	84	132	227	392	553	915	1,355	1,056	423	39	6	2,361	2,873	5,240
16...	5	5	23	27	51	59	120	206	402	893	1,491	1,066	316	57	898	3,766	4,721
Total	10,904	19,223	14,016	13,072	11,618	11,289	9,142	7,498	6,428	5,400	3,533	1,680	362	64	103,190	10,975	114,226

16.—Manitoba Schools 1921—Écoles du Manitoba en 1921

5 ³ ...	351	897	12	1	-	-	-	-	-	-	-	-	-	-	1,261	-	1,261
6...	979	5,870	186	12	1	-	-	-	-	-	-	-	-	-	7,048	-	7,048
7...	639	8,325	1,890	333	6	-	-	-	-	-	-	-	-	-	11,193	-	11,193
8...	244	6,448	5,424	1,841	238	14	-	-	-	-	-	-	-	-	14,239	-	14,239
9...	68	2,431	4,622	4,656	1,566	203	19	-	-	-	-	-	-	-	13,565	-	13,565
10...	46	1,111	2,419	4,270	3,873	1,359	231	23	1	-	-	-	-	-	13,333	-	13,333
11...	16	465	1,092	2,272	3,840	3,267	1,166	203	59	4	-	-	-	-	12,380	4	12,384
12...	15	301	567	1,244	2,384	3,355	2,817	903	451	78	3	2	-	-	12,037	83	12,120
13...	11	152	277	705	1,451	2,232	2,750	1,988	1,419	489	47	14	-	-	10,985	550	11,535
14...	3	67	148	321	697	1,205	1,683	1,820	2,408	1,234	304	34	-	-	8,352	1,572	9,924
15...	-	28	49	111	210	438	713	947	2,235	1,334	730	201	1	-	4,731	2,266	6,997
16...	-	8	22	20	63	97	228	358	1,206	756	777	438	17	-	2,002	1,988	3,990
17...	-	4	2	10	12	23	45	71	403	254	452	497	30	-	570	1,233	1,803
18...	-	1	2	2	5	9	10	12	88	70	158	273	17	-	129	518	647
19...	-	-	-	1	1	3	4	3	16	17	32	95	19	-	28	163	191
20...	-	1	-	-	3	3	1	1	3	2	9	32	4	-	12	47	59
21 ⁴ ...	1	-	-	1	2	2	1	1	3	6	6	37	10	-	12	59	71
Total	2,373	26,110	16,712	15,800	14,352	12,205	9,668	6,330	8,292	4,244	2,518	1,623	98	111,877	8,483	120,360	

17.—Ontario Urban Public Schools: Distribution of Pupils by Age and Grade, Calendar Year, 1921
17.—Écoles urbaines de l'Ontario: Répartition des élèves par âge et par degré, année civile, 1921

Age	Elementary Grades—Degrés élémentaires								Secondary Grades — Degrés sec.		Total				
	K ⁵	K ⁶ ..	I	II	III	IV	V	VI	VII	VIII	IX	X	Elé- men- tary	Sec- ond- ary	Total
													Elé- men- taires	Sec- ond- aires	
4 ³	814	-	-	-	-	-	-	-	-	-	-	-	814	-	814
5.....	9,875	2,795	3,405	-	-	-	-	-	-	-	-	-	16,075	-	16,075
6.....	3,961	2,895	20,389	1,235	-	-	-	-	-	-	-	-	28,480	-	28,480
7.....	298	1,162	18,493	10,601	716	684	8	-	-	-	-	-	31,962	-	31,962
8.....	-	277	7,455	13,021	4,481	5,496	511	37	1	-	-	-	31,279	-	31,279
9.....	-	92	2,493	7,256	5,347	10,262	4,128	586	46	3	-	-	30,213	-	30,213
10.....	-	-	976	3,139	3,615	8,710	8,844	3,622	745	95	-	-	29,746	-	29,746
11.....	-	-	427	1,224	1,689	5,138	8,280	7,189	3,322	935	4	-	28,204	4	28,208
12.....	-	-	258	545	883	2,726	5,586	7,351	6,225	4,278	32	-	27,852	32	27,884
13.....	-	-	261	258	374	1,487	3,260	5,299	6,782	9,185	172	35	26,906	207	27,113
14.....	-	-	-	127	150	624	1,565	2,999	4,527	9,416	368	95	19,411	463	19,874
15.....	-	-	-	70	58	200	488	1,051	1,759	5,389	327	188	9,015	515	9,530
16.....	-	-	-	-	-	80	152	284	481	2,075	156	222	3,072	378	3,450
17.....	-	-	-	-	-	-	-	63	112	490	60	137	665	197	862
18.....	-	-	-	-	-	-	-	-	-	82	24	45	82	69	151
19 ⁴	-	-	-	-	-	-	-	-	-	-	10	10	-	10	10
Total.....	14,943	7,221	54,157	37,476	17,313	35,407	32,822	28,841	24,000	31,951	1,143	732	283,776	1,875	285,651

¹Age as August 1, 1921—Ages en août 1, 1921.

²(a) Those taking up the work of the grade for the first year—Elèves commençants.

²(b) Those repeating the work of the grade from previous years—Elèves plus d'une année dans le degré.

³Includes earlier ages—Y compris élèves plus jeunes.

⁴Includes later ages—Y compris élèves plus vieux.

⁵K.—Kindergarten—Ecole maternelle. ⁶K.P.—Kindergarten Primary—Ecole maternelle primaire.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

18.—Saskatchewan Schools, Calendar Year, 1921—Ecoles de la Saskatchewan, année civile, 1921

Age	Elementary Grades Degrés élémentaires									Secondary Grades Degrés secondaires				Total		
	Kinder- garten — Ecole maternelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elé- men- taires	Secondary — Secon- daires	Total
	41...	1	166	3	-	-	-	-	-	-	-	-	-	-	170	-	170
5....	906	2,867	45	3	-	-	-	-	-	-	-	-	-	3,821	-	3,821
6....	576	12,907	797	84	4	1	-	-	-	-	-	-	-	14,369	-	14,369
7....	182	14,852	4,906	1,252	124	9	2	-	-	-	-	-	-	21,327	-	21,327
8....	36	7,838	7,082	5,206	1,427	133	10	1	-	-	-	-	-	21,733	-	21,733
9....	14	3,413	4,447	6,797	4,645	1,068	154	14	3	-	-	-	-	20,555	-	20,555
10....	2	1,609	2,272	4,815	5,990	3,543	940	163	50	2	-	-	-	19,384	2	19,386
11....	4	767	1,160	2,331	4,855	4,437	2,661	825	385	20	3	-	-	17,925	23	17,948
12....	2	468	654	1,633	3,277	3,747	3,591	2,047	1,594	273	24	1	-	17,013	298	17,311
13....	2	287	324	966	2,097	2,776	3,180	2,580	3,327	973	157	20	-	15,539	1,150	16,689
14....	1	139	168	538	1,115	1,610	2,030	2,011	3,636	1,574	538	148	6	11,248	2,266	13,514
15....	-	53	62	154	364	608	865	1,003	2,258	1,346	889	439	26	5,367	2,700	8,067
16....	-	18	29	55	118	216	338	434	1,131	896	780	674	130	2,339	2,480	4,819
17....	-	11	10	22	55	69	89	205	364	375	512	761	200	825	1,848	2,673
18....	-	7	6	5	17	25	33	48	126	157	208	478	183	267	1,026	1,293
19....	-	2	3	2	11	8	10	24	39	43	63	277	115	99	498	597
20....	-	2	1	3	6	2	5	5	11	22	19	92	44	35	177	212
21 ² ...	-	7	2	4	14	2	7	3	16	32	38	140	69	55	279	334
Total	1,726	45,413	21,971	24,370	24,119	18,254	13,915	9,363	12,940	5,713	3,231	3,030	773	172,071	12,747	184,818

19.—Saskatchewan Schools, School Year, 1921-22—Ecoles de la Saskatchewan, Année scolaire, 1921-22

41...	-	130	-	-	-	-	-	-	-	-	-	-	-	130	-	130
5....	594	2,559	18	2	5	-	-	-	-	-	-	-	-	3,178	-	3,178
6....	922	12,619	512	52	13	-	-	-	-	-	-	-	-	14,118	-	14,118
7....	301	16,207	4,251	996	107	3	-	-	-	-	-	-	-	21,875	-	21,875
8....	110	8,642	7,182	4,583	1,172	92	4	1	-	-	-	-	-	21,786	-	21,786
9....	14	3,837	5,046	6,794	4,067	798	89	11	3	-	-	-	-	20,659	-	20,659
10....	17	1,916	2,593	5,277	6,320	2,856	750	113	28	2	-	-	-	19,870	2	19,872
11....	4	839	1,257	3,083	5,192	4,534	2,328	554	253	9	-	-	-	18,044	9	18,053
12....	4	486	736	1,814	3,586	4,053	3,779	1,678	1,114	99	10	-	-	17,250	109	17,359
13....	7	299	429	1,083	2,217	2,951	3,484	2,396	2,730	609	70	8	-	15,596	687	16,283
14....	2	153	185	559	1,210	1,742	2,333	2,078	3,430	1,284	316	52	4	11,692	1,656	13,348
15....	2	54	71	172	409	638	1,000	976	2,309	1,366	715	246	16	5,631	2,343	7,974
16....	-	27	26	58	109	208	296	371	1,035	988	775	498	73	2,130	2,334	4,464
17....	-	13	17	11	40	51	97	134	357	438	517	625	123	720	1,703	2,423
18....	-	7	6	14	15	20	27	42	121	192	259	400	127	252	978	1,230
19....	-	5	4	7	8	9	6	11	48	56	64	226	81	98	427	525
20....	-	-	-	3	3	3	3	4	20	15	25	105	42	36	187	223
21 ² ...	-	3	3	1	1	6	7	3	12	63	24	139	46	36	272	308
Total	1,977	47,796	22,336	24,509	24,474	17,964	14,203	8,372	11,460	5,121	2,775	2,299	512	173,191	10,707	183,898

20.—Alberta Schools, 1922—Ecoles de l'Alberta, 1922

5 ¹ ...	351	698	-	-	-	-	-	-	-	-	-	-	-	1,049	-	1,049
6....	1,008	8,089	298	16	1	-	-	-	-	-	-	-	-	9,412	-	9,412
7....	698	10,912	3,710	488	24	3	-	-	-	-	-	-	-	15,835	-	15,835
8....	354	5,311	6,382	3,539	580	44	1	-	-	-	-	-	-	16,211	-	16,211
9....	149	2,563	3,877	5,655	2,853	511	46	-	-	-	-	-	-	15,654	-	15,654
10....	66	1,128	1,875	4,244	4,665	2,071	488	49	6	-	-	-	-	14,592	-	14,592
11....	29	517	949	2,311	3,877	3,729	1,977	489	108	1	-	-	-	13,936	1	13,987
12....	22	279	523	1,272	2,194	3,332	3,400	1,705	606	55	2	-	-	13,332	57	13,390
13....	13	190	267	723	1,300	2,074	3,035	2,830	1,684	316	42	4	-	12,116	362	12,478
14....	8	117	159	408	793	1,148	2,045	2,639	2,876	1,194	287	68	1	10,193	1,550	11,743
15....	-	59	79	171	329	558	1,114	1,440	2,565	1,686	722	212	14	6,315	2,684	8,999
16....	-	27	15	45	83	116	280	505	1,296	1,139	920	539	78	2,367	2,676	5,043
17....	-	3	8	8	21	29	91	140	484	460	643	553	122	784	1,778	2,562
18....	-	3	3	8	9	10	23	25	123	164	261	331	137	204	893	1,097
19....	-	1	2	1	1	3	4	9	28	48	86	148	98	49	380	429
20....	-	1	2	-	-	2	1	9	6	12	34	61	53	21	160	181
21 ² ...	-	1	1	1	3	1	2	3	7	26	54	82	59	19	221	240
Total	2,698	29,899	18,150	18,890	16,733	13,631	12,507	9,843	9,789	5,101	3,101	1,998	562	132,140	10,762	142,902

¹Includes earlier ages—Y compris élèves plus jeunes.

²Includes 21 years and over—Y compris 21 ans ou élèves plus vieux.

3.—AGE-GRADE DISTRIBUTION OF PUPILS IN DIFFERENT TYPES OF SCHOOLS

3.—RÉPARTITION DES ÉLÈVES SELON LE TYPE D'ÉCOLE

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré

21.—Halifax, Nova Scotia Schools, 1922—Écoles d'Halifax, Nouvelle-Écosse, 1922

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Commercial Commerciales	Total			
	I(a)	I (b)	II	III	IV	V	VI	VII	VIII	IX	X	XI		XII	Elementary Elémentaires	Secondary Secondaires	Total
	4 ¹	167	1	-	-	-	-	-	-	-	-	-		-	-	168	-	168
5.....	538	110	4	-	-	-	-	-	-	-	-	-	-	652	-	652	
6.....	494	418	113	9	-	-	-	-	-	-	-	-	-	1,024	-	1,024	
7.....	186	458	397	103	12	3	-	-	-	-	-	-	-	1,159	-	1,159	
8.....	50	231	394	286	119	16	1	-	-	-	-	-	-	1,097	-	1,097	
9.....	7	103	259	354	257	115	8	1	-	-	-	-	-	1,104	-	1,104	
10.....	6	54	140	245	314	276	81	18	2	-	-	-	-	1,136	-	1,136	
11.....	1	30	73	137	238	291	191	83	22	2	-	-	-	1,066	2	1,068	
12.....	-	19	48	80	173	279	234	184	94	23	1	-	-	1,111	24	1,135	
13.....	-	21	74	54	99	172	192	192	165	78	17	-	-	909	95	1,004	
14.....	-	7	8	28	61	98	151	159	177	141	80	20	2	690	243	934	
15.....	-	5	3	11	20	49	57	76	112	117	92	46	6	333	261	600	
16 ²	-	4	4	10	5	17	18	27	37	76	123	119	41	122	359	538	
Total..	1,440	1,461	1,457	1,317	1,298	1,316	933	740	609	437	313	185	49	64	10,571	984	11,619

22.—New Brunswick Urban³ Schools 1923—Écoles des cités³ du Nouveau-Brunswick, 1923

6 ¹	822	67	1	-	-	-	-	-	-	-	-	-	-	-	890	-	890
7.....	515	570	48	-	-	-	-	-	-	-	-	-	-	-	1,133	-	1,133
8.....	199	458	402	46	1	-	-	-	-	-	-	-	-	-	1,106	-	1,106
9.....	62	213	470	349	39	1	-	-	-	-	-	-	-	-	1,134	-	1,134
10.....	32	111	258	416	289	33	4	-	-	-	-	-	-	-	1,143	-	1,143
11.....	5	37	116	249	345	211	42	-	-	-	-	-	-	-	1,005	-	1,005
12.....	2	16	72	171	270	313	237	19	-	-	-	-	-	-	1,100	-	1,100
13.....	2	10	38	81	181	269	239	167	3	1	-	-	-	-	987	4	991
14.....	1	1	20	31	76	175	198	207	83	19	1	-	-	-	709	103	812
15.....	-	2	2	15	21	78	116	165	250	120	22	1	-	-	399	393	792
16.....	-	-	2	2	3	18	31	60	231	129	83	4	-	-	146	447	593
17.....	-	-	-	-	2	3	5	16	102	61	59	12	-	-	26	234	260
18.....	-	-	-	-	-	-	-	2	30	38	21	3	-	-	3	92	95
19.....	-	-	-	-	-	-	-	-	6	1	7	2	-	-	-	16	16
20.....	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	3	3
21 ²	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,640	1,485	1,429	1,360	1,227	1,101	874	665	705	370	195	22	22	9,781	1,292	11,073	

23.—Ottawa, Ontario Public Elementary Schools:—Écoles élémentaires publiques d'Ottawa, Ontario: 1922

4 ¹	67	-	-	-	-	-	-	-	-	-	-	-	-	67	-	67
5.....	673	17	-	-	-	-	-	-	-	-	-	-	-	690	-	690
6.....	401	638	21	-	-	-	-	-	-	-	-	-	-	1,060	-	1,060
7.....	31	719	442	60	-	-	-	-	-	-	-	-	-	1,198	-	1,198
8.....	7	206	581	234	6	-	-	-	-	-	-	-	-	1,034	-	1,034
9.....	2	61	314	509	197	7	-	-	-	-	-	-	-	1,090	-	1,090
10.....	-	19	106	327	390	158	12	1	-	-	-	-	-	1,013	-	1,013
11.....	-	3	34	144	305	223	242	29	1	-	-	-	-	980	1	981
12.....	-	6	13	56	169	279	279	133	12	-	-	-	-	935	12	947
13.....	-	1	2	32	99	209	279	258	74	8	-	-	-	880	82	962
14.....	-	1	-	9	45	84	180	250	145	48	5	-	-	569	198	767
15.....	-	-	-	6	9	42	94	140	143	108	28	1	-	291	280	571
16.....	-	-	-	1	3	6	17	32	105	123	98	9	-	59	335	394
17.....	-	-	-	-	-	-	-	4	1	36	75	127	8	5	246	251
18 ²	-	-	-	-	-	-	-	-	9	31	151	51	-	-	242	242
Total...	1,181	1,671	1,513	1,324	1,223	1,008	1,107	844	525	393	409	69	69	9,871	1,396	11,267

¹Includes earlier ages—Y compris élèves plus jeunes

²Includes later years—Y compris élèves plus vieux

³Two cities only—Deux cités

⁴N.B.—The 7 grades above really represent all the 8 elementary grades. In 1919, the 8 grades in the public (not the R.C. Separate) schools of Ottawa were reduced to 7 grades, Grades III and IV becoming Grade III, V becoming IV, and so on. The ages given above were as in February.

⁴Les degrés des écoles d'Ottawa correspondent aux 8 degrés élémentaires des autres provinces. En 1919 les 8 degrés élémentaires dans les écoles publiques furent réduits aux 7 degrés dans; ainsi, Degrés III et IV devinrent III, Degré V devint IV, etc. Les âges dans le tableau 13 étaient inscrits en février.

Distribution of Pupils by Age and Grade,—Répartition des élèves par âges et par degré

24.—Ontario City Public Schools 1921—Écoles des cités d'Ontario 1921

Age	Elementary Grades — Degrés élémentaires										Sec. Grade — Deg. sec.		Total		
	K. ³	K.P. ⁴	I	II	III	IV	V	VI	VII	VIII	IX	X	Elementary — Elémentaires	Secondary — Secondaires	Total
	4 ¹	666	—	—	—	—	—	—	—	—	—	—	—	666	—	666
5.....	9,379	1,902	1,589	—	—	—	—	—	—	—	—	—	12,870	—	12,870
6.....	3,764	1,940	13,320	—	—	—	—	—	—	—	—	—	19,115	—	19,115
7.....	272	857	11,924	7,482	423	567	5	—	—	—	—	—	21,530	—	21,530
8.....	—	195	4,413	8,620	2,616	4,537	374	—	—	—	—	—	20,784	—	20,784
9.....	—	59	1,335	4,243	2,775	7,895	2,935	453	31	2	—	—	19,728	—	19,728
10.....	—	—	492	1,652	1,664	6,211	6,203	2,569	524	52	—	—	19,367	—	19,367
11.....	—	—	227	585	657	3,352	5,553	5,007	2,171	635	4	—	18,187	4	18,191
12.....	—	—	152	278	368	1,670	3,632	4,961	4,195	2,832	20	—	18,088	20	18,108
13.....	—	—	197	126	129	925	2,045	3,524	4,605	5,999	146	32	17,550	178	17,728
14.....	—	—	—	65	49	408	966	1,978	3,011	6,124	320	85	12,601	405	13,006
15.....	—	—	—	55	21	140	243	654	1,058	3,199	266	182	5,370	448	5,818
16.....	—	—	—	—	—	73	95	119	283	1,052	99	201	1,622	300	1,922
17.....	—	—	—	—	—	—	—	40	66	194	31	129	300	160	460
18.....	—	—	—	—	—	—	—	—	—	29	11	40	29	51	80
19 ²	—	—	—	—	—	—	—	—	—	—	9	—	—	9	9
Total.....	14,081	4,953	33,649	23,897	8,702	25,778	22,051	19,334	15,944	20,118	897	678	188,507	1,575	190,082

25.—Ontario Town Public Schools 1921—Écoles des villes d'Ontario 1921

4 ¹	148	—	—	—	—	—	—	—	—	—	—	—	148	—	148
5.....	496	832	1,311	—	—	—	—	—	—	—	—	—	2,639	—	2,639
6.....	197	840	5,311	337	—	—	—	—	—	—	—	—	6,685	—	6,685
7.....	26	251	4,926	2,356	218	94	2	—	—	—	—	—	7,873	—	7,873
8.....	—	50	2,259	3,182	1,416	777	103	6	1	—	—	—	7,794	—	7,794
9.....	—	27	876	2,277	1,896	1,823	866	109	9	1	—	—	7,884	—	7,884
10.....	—	—	371	1,101	1,353	1,846	1,961	839	155	35	—	—	7,661	—	7,661
11.....	—	—	169	473	749	1,316	1,917	1,679	834	227	—	—	7,464	—	7,464
12.....	—	—	92	214	374	796	1,473	1,806	1,535	968	1	—	7,358	1	7,359
13.....	—	—	58	111	200	454	933	1,291	1,664	2,370	2	1	7,081	3	7,084
14.....	—	—	—	57	90	182	469	732	1,125	2,416	12	2	5,071	14	5,085
15.....	—	—	—	14	29	50	198	309	519	1,563	12	3	2,682	15	2,697
16.....	—	—	—	—	—	5	53	79	150	675	15	11	962	26	988
17.....	—	—	—	—	—	—	—	20	33	188	9	3	241	12	253
18.....	—	—	—	—	—	—	—	—	—	29	7	1	29	8	37
19 ²	—	—	—	—	—	—	—	—	—	—	1	1	—	1	1
Total.....	867	2,000	15,373	10,122	6,325	7,343	8,075	6,870	6,025	8,572	58	22	71,572	80	71,652

26.—Ontario Village Public schools 1921—Écoles des villages d'Ontario 1921

5 ¹	61	505	—	—	—	—	—	—	—	—	—	—	566	—	566
6.....	115	1,758	107	—	—	—	—	—	—	—	—	—	1,980	—	1,980
7.....	54	1,643	763	75	23	1	—	—	—	—	—	—	2,559	—	2,559
8.....	32	783	1,219	449	182	34	2	—	—	—	—	—	2,701	—	2,701
9.....	6	282	736	676	544	327	24	6	—	—	—	—	2,601	—	2,601
10.....	—	113	386	698	653	580	214	66	8	—	—	—	2,718	—	2,718
11.....	—	31	166	283	470	710	503	317	73	—	—	—	2,553	—	2,553
12.....	—	14	53	141	260	451	584	495	378	11	—	—	2,406	11	2,417
13.....	—	6	21	45	108	282	484	513	816	24	2	—	2,275	26	2,301
14.....	—	—	5	11	34	130	289	391	879	36	8	—	1,739	44	1,783
15.....	—	—	1	8	10	47	88	182	627	49	3	—	963	52	1,015
16.....	—	—	—	—	2	4	86	48	348	42	10	—	488	52	540
17.....	—	—	—	—	—	—	3	13	108	20	5	—	124	25	149
18 ²	—	—	—	—	—	—	—	—	24	6	4	—	24	10	34
Total.....	268	5,135	3,457	2,286	2,286	2,696	2,277	2,031	3,261	188	32	23,697	220	23,917	

¹Includes earlier ages—Y compris élèves plus jeunes.

²Includes later ages—Y compris élèves plus vieux.

³K. Kindergarten—Ecole maternelle

⁴K.P. Kindergarten Primary—Ecole maternelle primaire

Distribution of Pupils by Age and Grade,—Répartition des élèves par âge et par degré.

27—Winnipeg, Manitoba Schools 1921—Écoles de Winnipeg, Manitoba—1921

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degré secondaires				Total			
	Kindergarten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
	5 ¹		8	—	—	—	—	—	—	—	—	—	—	—	8	—	8
6.....	1,172	117	2	—	—	—	—	—	—	—	—	—	—	1,291	—	1,291
7.....	1,989	1,688	172	1	—	—	—	—	—	—	—	—	—	3,850	—	3,850
8.....	500	1,585	1,387	195	1	—	—	—	—	—	—	—	—	3,668	—	3,668
9.....	120	654	1,511	1,059	175	12	—	—	—	—	—	—	—	3,531	—	3,531
10.....	58	217	600	1,193	992	186	6	1	—	—	—	—	—	3,253	—	3,253
11.....	15	66	205	570	1,093	896	219	34	2	—	—	—	—	3,098	2	3,100
12.....	3	29	93	266	632	951	769	316	33	—	—	—	—	3,059	33	3,092
13.....	13	14	38	109	330	614	787	912	213	24	—	—	—	2,817	237	3,054
14.....	2	5	20	34	126	288	447	1,229	494	151	7	—	—	2,151	652	2,803
15.....	2	2	1	13	30	100	178	767	511	291	33	1	—	1,093	886	1,979
16.....	—	—	—	2	4	14	31	258	215	282	157	10	—	309	664	973
17.....	—	—	1	—	2	2	5	51	52	147	176	16	—	61	391	452
18.....	—	—	—	—	—	1	2	6	6	26	73	11	—	9	116	125
19.....	—	—	—	—	—	—	—	—	1	2	21	12	—	—	36	36
20.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
21 ²	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total.....		3,882	4,377	4,030	3,442	3,385	3,064	2,444	3,574	1,527	923	517	50	28,198	3,017	31,215

28—Manitoba City³ Schools exclusive of Winnipeg 1921—Écoles des cités³ du Manitoba, à l'exclusion des écoles de Winnipeg, 1921

5 ¹ ...	31	9	1	—	—	—	—	—	—	—	—	—	—	41	—	41
6.....	129	622	7	—	—	—	—	—	—	—	—	—	—	758	—	758
7.....	39	611	146	8	—	—	—	—	—	—	—	—	—	804	—	804
8.....	17	315	398	113	11	—	—	—	—	—	—	—	—	855	—	855
9.....	6	90	304	257	110	6	—	—	—	—	—	—	—	773	—	773
10.....	3	21	142	248	236	102	12	—	—	—	—	—	—	764	—	764
11.....	—	10	50	129	201	239	79	11	—	—	—	—	—	719	—	719
12.....	—	2	22	48	107	257	201	59	14	2	—	—	—	710	2	712
13.....	—	2	9	24	53	126	202	164	89	15	1	—	—	669	16	685
14.....	—	2	2	5	28	46	85	180	159	106	17	2	—	507	125	632
15.....	—	—	3	1	2	11	32	77	89	129	65	25	—	215	219	434
16.....	—	—	—	4	—	1	9	14	43	113	102	42	6	71	263	334
17.....	—	1	—	—	—	1	2	1	6	41	53	33	12	11	139	150
18.....	—	—	—	—	—	—	1	1	8	10	33	29	6	10	78	88
19.....	—	—	—	—	—	—	—	—	5	3	5	13	10	5	31	36
20.....	—	—	—	—	—	—	—	—	1	—	—	2	2	1	4	5
21 ²	—	—	—	—	—	—	1	1	1	—	2	3	4	3	9	12
Total	225	1,685	1,084	837	748	790	624	508	415	419	278	149	40	6,916	886	7,802

29—Manitoba Schools with 3 rooms or more, Exclusive of City Schools 1921
29—Écoles du Manitoba avec 3 salles de Classe ou plus, à l'exclusion des écoles des cités 1921

5 ¹ ...	58	301	3	—	—	—	—	—	—	—	—	—	—	362	—	362
6.....	334	2,393	63	2	—	—	—	—	—	—	—	—	—	2,792	—	2,792
7.....	197	2,677	763	119	1	—	—	—	—	—	—	—	—	3,757	—	3,757
8.....	46	1,367	1,542	683	82	5	—	—	—	—	—	—	—	3,725	—	3,725
9.....	10	500	1,099	1,384	518	86	8	—	—	—	—	—	—	3,605	—	3,605
10.....	7	190	494	1,032	1,198	470	96	8	1	—	—	—	—	3,496	—	3,496
11.....	1	70	176	512	983	475	90	28	2	—	—	—	—	3,367	2	3,369
12.....	—	27	81	284	601	871	851	315	204	32	3	—	—	3,198	37	3,235
13.....	—	14	33	118	280	538	740	533	511	206	21	14	—	2,769	241	3,010
14.....	2	9	20	56	125	259	393	369	687	505	114	25	—	1,918	644	2,562
15.....	—	4	2	16	29	77	122	162	423	560	319	85	—	835	964	1,799
16.....	—	—	1	—	3	17	42	59	173	335	338	223	1	295	897	1,192
17.....	—	1	—	1	3	9	11	5	131	220	269	2	—	80	622	702
18.....	—	—	—	—	2	2	1	2	9	45	82	159	—	16	286	302
19.....	—	—	—	—	1	1	—	3	9	24	66	4	—	5	103	108
20.....	—	—	—	—	3	—	—	—	1	5	26	—	—	3	32	35
21 ²	—	—	—	1	—	1	—	—	2	3	25	1	—	4	32	36
Total	655	7,553	4,277	4,172	3,872	3,316	2,738	1,549	2,095	1,829	1,129	894	8	30,227	3,860	34,087

¹Includes earlier ages—Y compris élèves plus jeunes

²Includes later ages—Y compris élèves plus vieux

³Brandon, Portage la Prairie and St. Boniface

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré,

30.—Manitoba Schools with fewer than 3 Rooms 1921—Écoles du Manitoba avec moins de 3 salles de classe 1921

Age.	Elementary Grades — Degrés élémentaires								Secondary Grades — Degrés secondaires				Total			
	Kinder- garten ¹ — Ecole ² mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elemen- tary	Secund- ary	Total
														Elémen- taires	Secund- aires	
5 ¹ ...	253	563	8	1	-	-	-	-	-	-	-	-	-	825	-	825
6....	504	2,701	115	9	1	-	-	-	-	-	-	-	-	3,330	-	3,330
7....	393	3,695	843	192	4	-	-	-	-	-	-	-	-	5,127	-	5,127
8....	173	2,658	1,736	839	137	8	-	-	-	-	-	-	-	5,551	-	5,551
9....	51	1,278	1,566	1,570	717	102	11	-	-	-	-	-	-	5,295	-	5,295
10....	36	744	1,076	1,407	1,329	594	104	15	-	-	-	-	-	5,305	-	5,305
11....	13	315	623	988	1,369	1,018	405	94	29	-	-	-	-	4,854	-	4,854
12....	15	247	384	713	1,056	1,092	840	303	192	10	-	-	-	4,842	10	4,852
13....	9	127	199	446	825	895	828	511	484	51	1	-	-	4,324	52	4,376
14....	3	42	108	212	425	558	570	474	628	120	21	-	-	3,020	141	3,161
15....	-	21	38	67	139	216	262	256	471	123	53	7	-	1,470	183	1,653
16....	-	5	19	14	46	48	76	105	213	88	54	16	-	526	158	684
17....	-	2	2	7	9	14	19	28	80	30	31	18	-	161	79	402
18....	-	1	2	1	3	5	6	4	20	9	16	12	-	42	37	79
19....	-	-	-	1	1	2	2	1	2	5	2	8	-	9	15	24
20....	-	1	-	-	3	-	1	1	2	1	4	-	-	8	5	13
21 ² ...	1	1	-	-	2	1	-	-	-	2	-	-	-	5	2	7
Total	1,451	12,401	6,719	6,467	6,066	4,553	3,124	1,792	2,121	439	182	61	-	44,694	682	45,376

31.—Manitoba Ungraded Schools 1921—Écoles à classe unique du Manitoba en 1921

5 ¹ ...	230	440	8	-	-	-	-	-	-	-	-	-	-	678	-	678
6....	424	2,195	92	8	-	-	-	-	-	-	-	-	-	2,719	-	2,719
7....	307	2,925	680	169	4	-	-	-	-	-	-	-	-	4,085	-	4,085
8....	127	2,074	1,414	686	108	8	-	-	-	-	-	-	-	4,417	-	4,417
9....	40	980	1,201	1,268	566	80	6	-	-	-	-	-	-	4,141	-	4,141
10....	30	578	821	1,088	1,066	461	78	12	-	-	-	-	-	4,134	-	4,134
11....	12	245	484	772	1,063	840	322	70	17	-	-	-	-	3,825	-	3,825
12....	13	188	287	551	848	864	620	232	137	4	-	-	-	3,740	4	3,744
13....	9	98	157	338	626	719	620	426	383	20	-	-	-	3,376	20	3,396
14....	2	32	78	170	330	435	435	374	487	67	1	-	-	2,343	68	2,411
15....	-	18	26	55	114	185	196	197	385	61	8	1	-	1,176	70	1,246
16....	-	5	15	11	43	39	62	84	178	43	2	-	-	437	45	482
17....	-	-	1	5	9	12	15	20	63	14	3	-	-	125	17	142
18....	-	1	2	-	2	5	4	4	18	7	2	-	-	36	9	45
19....	-	-	-	1	1	1	1	1	2	3	1	-	-	7	4	11
20....	-	1	-	-	3	-	1	1	-	1	-	-	-	6	1	7
21 ² ...	1	1	-	-	2	1	-	-	-	1	-	-	-	5	1	6
Total	1,195	9,781	5,266	5,122	4,785	3,650	2,360	1,421	1,670	221	17	1	-	35,250	239	35,489

32.—Manitoba Consolidated Schools, 1921—Écoles centralisées du Manitoba en 1921

5 ¹ ...	19	72	1	-	-	-	-	-	-	-	-	-	-	92	-	92
6....	91	900	22	1	-	-	-	-	-	-	-	-	-	1,014	-	1,014
7....	43	1,057	262	57	1	-	-	-	-	-	-	-	-	1,420	-	1,420
8....	13	584	598	306	41	4	-	-	-	-	-	-	-	1,546	-	1,546
9....	1	186	384	572	228	51	2	-	-	-	-	-	-	1,424	-	1,424
10....	-	69	160	393	472	244	38	7	-	-	-	-	-	1,383	-	1,383
11....	-	22	53	171	407	457	221	43	13	1	1	-	-	1,387	2	1,389
12....	-	10	31	81	203	375	404	168	85	21	8	-	-	1,357	29	1,386
13....	1	4	10	28	91	213	307	281	241	101	36	-	-	1,176	137	1,313
14....	-	5	11	14	48	93	166	176	330	245	113	4	-	843	362	1,205
15....	-	3	-	7	14	37	64	88	201	239	164	32	-	414	435	849
16....	-	-	1	2	2	5	21	31	93	148	105	89	-	155	342	497
17....	-	-	-	-	2	1	7	7	36	70	49	114	3	53	226	289
18....	-	-	-	1	-	1	2	-	7	28	16	74	-	11	118	129
19....	-	-	-	-	-	-	1	-	-	5	2	32	4	1	43	44
20....	-	-	-	-	-	-	-	-	1	-	1	16	-	1	17	18
21 ² ...	-	-	-	-	-	-	-	-	1	2	-	10	1	1	13	14
Total	168	2,912	1,533	1,633	1,509	1,481	1,233	801	1,008	860	495	371	8	12,278	1,734	14,012

¹Includes 5 years and under—Y compris 5 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus.

³Evidently young children just beginning, not real kindergarten pupils—Evidemment jeunes commençants, mais non élèves des écoles maternelles.

⁴Included in table 30—Y compris dans table 30.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

33.—Saskatchewan City Schools cal. yr. 1921—Écoles des cités de la Saskatchewan an. cal. 1921.

Age.	Elementary Grades Degrés élémentaires								Secondary Grades Degrés Secondaires				Total			
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary — Elémentaires	Secondary — Secondaires	Total
4 ¹ ...	—	1	—	—	—	—	—	—	—	—	—	—	—	1	—	—
5...	820	163	1	—	—	—	—	—	—	—	—	—	—	984	—	—
6...	328	2,244	62	2	—	—	—	—	—	—	—	—	—	2,636	—	—
7...	68	1,825	965	110	15	—	—	—	—	—	—	—	—	2,983	—	—
8...	19	601	1,158	841	155	4	—	—	—	—	—	—	—	2,778	—	—
9...	9	158	533	1,038	719	135	6	1	—	—	—	—	—	2,599	—	—
10...	—	66	181	525	715	672	137	41	—	—	—	—	—	2,337	—	—
11...	2	19	66	219	466	666	501	216	23	In col and hi	legiat gh sch	e insti ools se	tutes e page	2,178	—	—
12...	1	21	29	77	225	421	503	676	200	113.—	Dans l	es insti tutes	1,888	—	—	
13...	—	14	15	55	100	259	320	615	510	colleg iaux et	voir p	age 11	3.	1,283	—	—
14...	1	8	6	30	48	143	195	332	520	294	125	294	125	565	See page 113.	—
15...	—	4	3	11	18	34	76	18	56	107	—	—	—	207	—	—
16...	—	3	—	4	3	16	18	2	6	35	—	—	—	52	—	—
17...	—	—	—	3	3	3	3	2	4	13	—	—	—	19	voir page 113.	—
18...	—	—	—	—	—	—	—	2	4	3	—	—	—	11	—	—
19...	—	—	—	—	—	3	3	2	2	—	—	—	—	5	—	—
20...	—	—	1	1	—	—	—	1	2	—	—	—	—	10	—	—
21 ² ...	—	—	—	—	5	—	—	1	4	—	—	—	—	—	—	—
Total	1,248	5,127	3,020	2,916	2,472	2,356	1,763	2,076	1,711	—	—	—	—	22,689	—	—

34.—Saskatchewan Town Schools 1921—Écoles des villes de la Saskatchewan en 1921

4 ¹ ...	1	—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
5...	86	177	—	—	—	—	—	—	—	—	—	—	—	263	—	263
6...	248	1,488	88	3	—	—	—	—	—	—	—	—	—	1,827	—	1,827
7...	114	1,458	772	116	17	—	—	—	—	—	—	—	—	2,477	—	2,477
8...	17	689	989	713	162	19	1	—	—	—	—	—	—	2,590	—	2,590
9...	5	211	437	803	594	189	26	1	—	—	—	—	—	2,266	—	2,266
10...	2	92	167	445	772	534	148	36	10	—	—	—	—	2,206	—	2,206
11...	2	47	66	223	459	570	374	124	65	2	—	—	—	1,930	2	1,932
12...	1	30	35	114	249	446	544	243	235	67	2	1	—	1,897	70	1,967
13...	2	10	16	56	144	225	420	255	458	238	54	5	—	1,586	297	1,883
14...	—	10	4	21	49	111	207	171	274	281	147	51	2	931	481	1,412
15...	—	10	3	11	22	34	76	88	114	248	202	137	5	404	706	1,110
16...	—	1	1	3	5	14	36	24	31	148	149	184	18	198	499	697
17...	—	—	1	2	3	7	9	8	9	73	96	189	29	61	387	448
18...	—	—	1	1	—	1	2	4	3	25	30	100	14	18	169	187
19...	—	—	1	—	—	2	—	1	1	5	9	77	10	9	101	110
20...	—	—	—	—	—	—	—	—	1	2	1	20	7	2	30	32
21 ² ...	—	1	—	—	1	—	—	—	—	7	2	26	9	3	44	47
Total	478	1,224	2,581	2,511	2,479	2,152	1,844	955	1,559	1,096	692	790	94	18,669	2,786	21,455

35.—Saskatchewan Village Schools 1921—Écoles des Villages de la Saskatchewan 1921

4 ¹ ...	53	3	—	—	—	—	—	—	—	—	—	—	—	56	—	56
5...	671	19	—	—	—	—	—	—	—	—	—	—	—	690	—	690
6...	2,684	141	11	—	—	—	—	—	—	—	—	—	—	2,836	—	2,836
7...	2,390	850	247	22	3	—	—	—	—	—	—	—	—	3,512	—	3,512
8...	1,199	1,197	895	303	40	2	—	—	—	—	—	—	—	3,636	—	3,636
9...	507	740	1,170	774	222	131	2	—	—	—	—	—	—	3,446	—	3,446
10...	195	337	781	988	637	197	29	15	1	—	—	—	—	3,179	1	3,180
11...	76	124	405	723	735	529	150	126	9	2	—	—	—	2,868	11	2,879
12...	47	64	193	469	609	647	327	390	81	12	—	—	—	2,746	93	2,839
13...	40	35	92	275	380	497	392	583	255	51	7	—	—	2,294	313	2,607
14...	18	14	54	143	185	296	291	669	457	158	36	—	—	1,670	651	2,321
15...	8	8	12	40	76	136	131	387	390	230	88	—	—	798	708	1,506
16...	1	4	2	11	34	51	67	210	225	202	137	4	—	380	568	948
17...	2	—	4	3	10	13	24	74	100	126	152	1	—	130	379	509
18...	1	—	—	4	1	3	7	16	44	54	82	—	—	32	180	212
19...	—	—	—	—	—	2	2	8	13	13	42	—	—	12	68	80
20...	1	—	—	—	1	—	1	2	7	7	14	1	—	5	29	34
21 ² ...	1	—	1	—	1	2	—	2	8	4	13	—	—	7	25	32
Total.....	7,894	3,536	3,867	3,755	2,934	2,406	1,423	2,482	1,590	859	571	6	—	28,297	3,026	31,323

¹ Includes 4 years and under.—Y compris 4 ans ou moins.

² Includes 21 years and over.—Y compris 21 ans ou plus.

Distribution of Pupils by Age and Grade,—Répartition des élèves par âge et par degré

36.—Saskatchewan Rural Schools cal. yr. 1921—Écoles rurales de la Saskatchewan en an. cal. 1921

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
4 ¹	112	-	-	-	-	-	-	-	-	-	-	-	112	-	112
5.....	1,856	25	3	-	-	-	-	-	-	-	-	-	1,884	-	1,884
6.....	6,491	506	68	4	1	-	-	-	-	-	-	-	7,070	-	7,070
7.....	9,179	2,319	779	70	6	2	-	-	-	-	-	-	12,355	-	12,355
8.....	5,349	3,738	2,757	807	70	7	1	-	-	-	-	-	12,729	-	12,729
9.....	2,537	2,737	3,786	2,558	522	91	10	3	-	-	-	-	12,244	-	12,244
10.....	1,256	1,587	3,064	3,515	1,700	458	77	23	1	-	-	-	11,680	1	11,681
11.....	625	904	1,984	3,207	2,466	1,257	383	151	5	-	-	-	10,977	5	10,982
12.....	370	526	1,249	2,334	2,271	1,897	904	611	40	5	-	-	10,162	45	10,207
13.....	223	258	763	1,678	1,912	1,943	1,331	1,407	139	17	-	-	9,425	156	9,581
14.....	103	144	433	875	1,171	1,332	1,159	1,799	232	41	6	-	7,016	279	7,295
15.....	31	48	120	284	464	577	579	1,142	230	53	11	-	3,245	294	3,539
16.....	13	24	46	99	152	233	271	632	184	54	14	1	1,470	253	1,723
17.....	9	9	13	46	49	65	132	203	77	34	10	1	526	122	648
18.....	6	5	4	13	23	26	28	81	34	13	8	-	186	55	241
19.....	2	2	2	9	3	5	19	25	11	7	3	-	67	21	88
20.....	1	-	2	6	1	4	3	6	3	2	-	-	23	5	28
21 ²	5	2	3	8	1	5	2	9	3	3	-	-	35	6	41
Total.....	28,168	12,834	15,076	15,413	10,812	7,902	4,909	6,092	959	229	52	2	101,206	1,242	102,448

37.—Saskatchewan Consolidated Schools, 1921—Écoles Centralisées de la Saskatchewan, 1921

4 ¹	6	-	-	-	-	-	-	-	-	-	-	-	6	-	6
5.....	97	-	-	-	-	-	-	-	-	-	-	-	97	-	97
6.....	360	21	2	1	-	-	-	-	-	-	-	-	384	-	384
7.....	293	95	44	4	-	-	-	-	-	-	-	-	436	-	436
8.....	138	127	119	63	13	-	-	-	-	-	-	-	460	-	460
9.....	38	83	133	128	47	7	1	-	-	-	-	-	437	-	437
10.....	15	32	61	113	87	39	3	-	-	-	-	-	350	-	350
11.....	3	15	36	87	142	71	11	13	-	-	-	-	378	-	378
12.....	4	5	14	46	89	93	42	43	14	1	-	-	336	15	351
13.....	4	2	8	23	41	75	71	64	34	9	1	-	288	44	332
14.....	2	-	5	18	24	36	36	89	61	16	8	-	210	85	295
15.....	1	1	2	7	6	12	23	60	64	35	17	-	112	116	228
16.....	-	-	-	1	5	12	10	26	36	30	22	-	54	88	142
17.....	-	-	1	-	3	3	5	14	20	25	22	-	26	67	93
18.....	-	-	-	-	-	-	2	3	11	15	13	-	5	39	44
19.....	-	-	-	-	-	-	-	3	6	1	12	-	3	19	22
20.....	-	-	-	-	-	-	-	1	1	1	1	-	1	3	4
21 ²	-	-	-	-	1	-	-	1	-	-	1	-	2	1	3
Total.....	961	381	425	491	458	348	204	317	247	133	97	-	3,585	477	4,062

38.—Saskatchewan City Schools, 1922—Écoles des cités de la Saskatchewan, 1922

Age	Kinder- garten	Elementary Grades—Degrés élémentaires								Total	
		I	II	III	IV	V	VI	VIII	VII		
4 ¹	-	-	-	-	-	-	-	-	-	-	-
5.....	537	49	-	-	-	-	-	-	-	-	-
6.....	647	1,650	13	4	-	-	-	-	-	-	2,314
7.....	127	1,221	662	56	3	-	-	-	-	-	2,969
8.....	59	729	1,433	653	116	5	-	-	-	-	2,995
9.....	2	194	603	1,015	571	87	-	-	-	-	2,533
10.....	6	59	227	625	815	479	89	16	2	2,318	
11.....	1	23	79	228	489	736	417	121	5	2,099	
12.....	-	16	34	99	269	511	580	413	74	1,996	
13.....	-	15	19	44	100	230	390	526	285	1,609	
14.....	-	13	7	26	49	119	223	365	343	1,145	
15.....	-	13	8	11	25	47	85	148	197	534	
16.....	-	1	2	5	4	12	18	41	76	159	
17.....	-	1	1	1	3	2	7	13	18	47	
18.....	-	-	-	3	-	1	4	5	5	17	
19.....	-	-	1	-	1	4	-	2	2	10	
20.....	-	-	-	-	-	1	1	1	1	3	
21 ²	-	1	2	-	-	-	-	-	1	4	
Total.....	1,379	4,885	3,151	2,770	2,445	2,233	1,815	1,651	1,009	21,338	

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

39.—Saskatchewan Town Schools, 1922—Ecoles des villes de la Saskatchewan, en 1922

Age	Elementary Grades—Degrés élémentaires								Secy Gr.—Deg. sec.				Total			
	K ³	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
51...	57	101	-	-	-	-	-	-	-	-	-	-	-	158	-	158
6....	275	1,261	57	-	-	-	-	-	-	-	-	-	-	1,593	-	1,593
7....	174	1,311	676	77	7	-	-	-	-	-	-	-	-	2,245	-	2,245
8....	51	674	911	514	99	7	-	-	-	-	-	-	-	2,256	-	2,256
9....	12	222	547	914	424	68	3	1	1	-	-	-	-	2,192	-	2,192
10....	11	96	195	582	762	311	63	7	4	-	-	-	-	2,031	-	2,031
11....	3	27	82	300	563	556	277	56	32	1	-	-	-	1,896	1	1,897
12....	4	20	40	135	314	441	487	146	175	18	1	-	-	1,762	19	1,781
13....	7	5	29	82	144	302	451	184	360	151	13	1	-	1,564	165	1,729
14....	2	3	9	27	68	124	274	185	371	291	84	9	1	1,063	385	1,448
15....	2	3	7	13	16	51	135	85	292	232	176	80	4	604	492	1,096
16....	-	2	1	6	5	10	31	32	124	188	181	128	9	212	506	718
17....	-	1	2	-	1	5	12	7	43	83	132	164	13	71	392	463
18....	-	-	-	1	-	2	2	-	14	44	50	92	13	19	199	218
19....	-	-	-	-	-	1	-	-	5	8	13	49	6	6	76	82
20....	-	-	-	-	-	1	-	-	1	2	4	23	3	2	32	34
21 ² ...	-	-	-	-	-	-	2	-	-	4	2	19	5	2	30	32
Total	598	3,727	2,556	2,651	2,403	1,879	1,737	703	1,422	1,022	656	565	54	17,676	2,297	19,973

40.—Saskatchewan Village Schools, 1922—Ecoles des Villages de la Saskatchewan, en 1922

Age	Elementary Grades—Degrés élémentaires								Secy Gr.—Deg. sec.				Total		
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
41.....	22	-	-	-	-	-	-	-	-	-	-	-	22	-	22
5.....	579	2	-	-	-	-	-	-	-	-	-	-	581	-	581
6.....	2,453	96	10	1	-	-	-	-	-	-	-	-	2,560	-	2,560
7.....	2,622	825	212	19	-	-	-	-	-	-	-	-	3,678	-	3,678
8.....	1,277	1,144	870	218	14	1	-	-	-	-	-	-	3,524	-	3,524
9.....	486	806	1,230	716	152	22	5	-	-	-	-	-	3,417	-	3,417
10....	219	380	892	1,032	534	162	25	9	2	-	-	-	3,253	2	3,255
11....	81	164	439	831	759	461	103	86	3	-	-	-	2,924	3	2,927
12....	48	74	228	557	639	662	275	286	39	6	-	-	2,769	45	2,814
13....	38	44	107	286	432	529	365	571	167	26	5	-	2,372	198	2,570
14....	30	15	67	128	209	344	316	684	341	112	20	-	1,793	473	2,266
15....	8	5	12	45	86	122	126	458	362	181	57	1	862	601	1,463
16....	3	2	6	19	32	53	56	235	303	190	105	1	406	599	1,005
17....	1	2	-	7	4	14	27	68	117	127	116	2	123	362	485
18....	-	-	3	-	3	3	6	22	51	57	80	-	37	188	225
19....	-	1	1	-	-	-	2	9	14	13	27	-	13	54	67
20....	-	-	-	-	-	-	1	6	4	5	20	-	7	29	36
21 ²	-	-	-	-	1	3	-	2	7	6	18	-	6	24	30
Total.....	7,867	3,560	4,077	3,859	2,865	2,376	1,307	2,436	1,410	723	441	4	28,347	2,578	30,925

41.—Saskatchewan Rural Schools, 1922—Ecoles rurales de la Saskatchewan, en 1922

41.....	108	-	-	-	-	-	-	-	-	-	-	-	108	-	108
5.....	1,830	16	2	5	-	-	-	-	-	-	-	-	1,853	-	1,853
6.....	7,255	346	38	12	-	-	-	-	-	-	-	-	7,651	-	7,651
7.....	10,153	2,088	661	78	3	-	-	-	-	-	-	-	12,983	-	12,983
8.....	5,962	3,694	2,546	739	66	3	1	-	-	-	-	-	13,011	-	13,011
9.....	2,935	3,030	3,635	2,356	491	63	5	2	-	-	-	-	12,517	-	12,517
10....	1,542	1,791	3,178	3,711	1,532	436	65	12	-	-	-	-	12,267	-	12,267
11....	708	932	2,116	3,309	2,483	1,173	274	121	3	-	-	-	11,116	3	11,119
12....	402	588	1,352	2,446	2,462	2,050	844	530	18	-	-	-	10,674	18	10,692
13....	241	337	850	1,687	1,987	2,114	1,321	1,262	82	8	1	-	9,799	91	9,890
14....	107	154	439	965	1,290	1,492	1,212	1,772	182	20	2	-	7,431	204	7,635
15....	30	51	136	323	454	658	617	1,197	219	50	4	-	3,466	273	3,739
16....	20	21	41	81	154	194	242	536	164	42	15	-	1,289	221	1,510
17....	10	12	10	29	40	64	87	207	74	36	8	-	459	118	577
18....	7	6	7	15	14	18	31	75	31	22	9	-	173	62	235
19....	5	2	6	7	4	6	7	31	18	3	3	2	68	26	94
20....	-	-	3	3	2	2	2	10	4	5	1	-	22	10	32
21 ²	2	1	1	1	5	2	3	9	7	1	-	-	24	8	32
Total.....	31,317	13,069	15,021	15,767	10,987	8,275	4,711	5,764	802	187	43	2	104,911	1,034	105,945

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus.

*K—Kindergarten—École maternelle.

Distribution of Pupils by Age and Grade—Répartition des élèves par âge et par degré.

42.—Saskatchewan Consolidated Schools, 1922—Ecoles Centralisées de la Saskatchewan, en 1922

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Element- ary	Second- ary	Total
														Elé- men- taires	Secon- daires	
51...	21	51	1	-	-	-	-	-	-	-	-	-	-	73	-	73
6....	11	294	16	-	-	-	-	-	-	-	-	-	-	321	-	321
7....	5	300	81	39	1	-	-	-	-	-	-	-	-	426	-	426
8....	3	120	143	132	34	1	-	-	-	-	-	-	-	433	-	433
9....	-	32	75	152	122	27	1	-	-	-	-	-	-	409	-	409
10....	-	17	42	95	152	71	25	2	-	-	-	-	-	404	-	404
11....	-	6	7	29	103	95	63	12	6	-	-	-	-	321	-	321
12....	-	2	6	16	63	86	74	34	22	5	1	-	-	303	6	309
13....	2	3	4	7	26	44	74	54	77	22	3	1	-	291	26	317
14....	1	3	1	4	7	18	41	38	101	52	15	2	-	214	69	283
15....	1	2	1	1	5	12	25	17	66	54	28	9	-	130	91	221
16....	-	-	-	1	3	3	5	4	31	47	32	20	-	47	99	146
17....	-	-	-	-	2	-	2	5	15	19	26	19	-	24	64	88
18....	-	-	-	-	-	-	1	2	5	7	14	14	-	8	35	43
19....	-	-	-	-	-	-	-	-	2	3	2	6	1	2	12	14
20....	-	-	-	-	-	-	-	-	1	1	-	2	-	-	3	3
21²...	-	-	-	-	-	1	-	-	1	1	-	3	-	2	4	6
Total	44	830	377	476	518	358	311	168	326	211	121	76	1	3,408	409	3,817

4.—AGE-GRADE DISTRIBUTION OF PUPILS BY SEX

4.—REPARTITION DES ELEVES PAR SEXE.

43.—Public and Private Schools in Canada: Distribution of 401,482 Boys by Age and Grade, 1922

43.—Ecoles publiques et privées au Canada: Répartition de 401,482 garçons par âge et par degré, en 1922

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	Kinder- garten — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Element- ary	Second- ary	Total
														Elé- men- taires	Secon- daires	
41...	-	60	-	-	-	-	-	-	-	-	-	-	-	60	-	60
5....	402	2,961	10	2	3	-	-	-	-	-	-	-	-	3,378	-	3,378
6....	4,933	18,492	494	35	4	2	5	-	-	-	-	-	-	23,965	-	23,965
7....	1,995	31,784	5,458	871	55	6	2	-	-	-	-	-	-	40,171	-	40,171
8....	144	21,740	15,097	5,030	1,246	64	1	1	-	-	-	-	-	43,323	-	43,323
9....	-	9,396	14,052	10,831	6,806	955	83	7	1	-	-	-	-	41,931	-	41,931
10....	-	3,874	7,897	10,163	12,472	4,887	1,016	15	3	-	-	-	-	40,439	3	40,442
11....	-	1,626	3,700	6,207	11,263	9,961	4,226	978	262	34	-	-	-	38,223	34	38,257
12....	-	897	1,750	3,487	7,056	9,777	8,384	3,704	1,472	383	30	-	-	36,527	413	36,940
13....	-	539	911	1,979	4,402	6,969	8,678	6,640	4,804	2,032	273	20	-	34,922	2,325	37,247
Total 7-13..	2,139	69,856	48,865	38,568	43,100	32,619	22,390	11,445	6,554	2,452	303	20	-	275,536	2,775	278,311
14....	-	410	459	1,016	2,483	4,216	6,154	6,819	8,614	4,422	1,274	187	1	30,171	5,884	36,055
15....	-	93	218	399	980	1,946	3,325	4,212	8,051	4,755	2,803	863	46	19,224	8,467	27,691
16....	-	44	96	130	314	561	1,154	1,657	4,333	3,171	2,913	2,126	193	8,289	8,403	16,692
Total 14-16.	-	547	773	1,545	3,777	6,723	10,633	12,688	20,998	12,348	6,990	3,176	240	57,684	22,754	80,438
17²...	-	33	35	45	135	208	438	613	2,265	1,910	2,942	4,995	1,711	3,772	11,558	15,330
Total	7,474	91,949	50,177	40,195	47,019	39,552	33,466	24,746	29,817	16,710	10,235	8,191	1,951	364,395	37,087	401,482

¹Includes earlier years—Y compris élèves plus jeunes.

²Includes later years—Y compris élèves plus vieux.

44.—Public and Private Schools in Canada: Distribution of 400,221 Girls by Age and Grade, 1922
 44.—Écoles publiques et privées au Canada: Répartition de 400,221 filles par âge et par degré, en 1922

Age	Elementary Grades—Degrés élémentaires								Secy Gr.—Deg. sec.				Total			
	K ³	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
41...	—	70	—	—	—	—	—	—	—	—	—	—	—	70	—	70
5...	412	2,688	20	1	2	—	—	—	—	—	—	—	—	3,123	—	3,123
6...	4,942	17,680	540	47	11	—	—	—	—	—	—	—	—	23,220	—	23,220
7...	1,966	29,844	5,879	1,012	85	5	2	—	—	—	—	—	—	38,793	—	38,793
8...	154	19,788	15,421	5,818	1,495	104	5	—	5	—	—	—	—	42,790	—	42,790
9...	—	7,603	13,208	11,394	7,619	1,153	129	—	2	—	—	—	—	41,113	—	41,113
10...	—	3,101	6,567	9,650	13,213	5,788	1,161	—	130	23	—	—	—	39,631	3	39,634
11...	—	1,281	2,899	5,464	10,917	10,955	5,094	1,142	288	32	—	—	—	38,040	32	38,072
12...	—	655	1,355	2,702	6,604	9,761	9,243	4,169	1,766	462	31	—	—	36,255	496	36,751
13...	—	397	631	1,518	3,513	6,224	8,361	7,291	5,552	2,405	304	24	—	33,487	2,733	36,220
Total	7,474	83,396	46,987	38,624	46,133	39,202	33,312	25,523	31,540	20,751	14,474	10,893	1,912	352,191	48,030	400,221
7-13..	2,120	62,669	45,960	37,558	43,446	33,988	23,995	12,737	7,636	2,902	335	27	—	270,109	3,264	273,373
14....	—	205	303	699	1,812	3,353	5,545	6,876	9,744	5,475	1,651	193	9	28,537	7,328	35,865
15....	—	52	109	234	630	1,346	2,710	3,924	8,807	6,149	3,689	1,099	51	17,812	10,988	28,800
16....	—	19	39	59	159	378	795	1,468	4,822	3,932	4,391	2,657	—	11,234	8,973	18,973
Total	—	276	451	992	2,601	5,077	9,050	12,268	23,373	15,556	9,731	3,949	314	54,088	29,550	83,638
14-16.	—	276	451	992	2,601	5,077	9,050	12,268	23,373	15,556	9,731	3,949	314	54,088	29,550	83,638
172...	—	13	16	26	73	137	267	518	531	2,293	4,408	6,917	1,598	1,581	15,216	16,797

45.—Ontario Urban Public Schools: Distribution by Age and Grade, 1921
 45.—Écoles urbaines de l'Ontario: Répartition par âge et par degré, en 1921

BOYS—GARÇONS

Age	Elementary Grades—Degrés élémentaires										Sec. Gr.—Deg. sec.		Total		
	K ³	K.P. ⁴	I	II	III	IV	V	VI	VII	VIII	IX	X	Elem.	Sec.	Total
41.....	402	—	—	—	—	—	—	—	—	—	—	—	402	—	402
5.....	4,933	1,450	1,680	—	—	—	—	—	—	—	—	—	8,063	—	8,063
6.....	1,995	1,471	10,390	567	—	—	—	—	—	—	—	—	14,423	—	14,423
7.....	144	630	9,523	5,116	320	314	3	—	—	—	—	—	16,050	—	16,050
8.....	—	139	4,096	6,553	2,093	2,550	240	15	1	—	—	—	15,687	—	15,687
9.....	—	55	1,387	3,892	2,695	4,950	1,925	283	20	1	—	—	15,208	—	15,208
10.....	—	—	572	1,788	1,911	4,427	4,168	1,695	334	45	—	—	14,940	—	14,940
11.....	—	—	248	722	994	2,576	4,106	3,428	1,584	458	2	—	14,116	2	14,118
12.....	—	—	151	332	476	1,526	2,849	3,705	2,973	2,014	4	—	14,026	4	14,030
13.....	—	—	186	172	213	872	1,736	2,727	3,351	4,307	52	7	13,564	59	13,623
14.....	—	—	—	88	81	389	885	1,576	2,314	4,477	124	34	9,810	158	9,968
15.....	—	—	—	62	42	131	294	654	936	2,566	107	36	4,685	143	4,828
16.....	—	—	—	—	—	53	100	184	241	1,034	59	42	1,612	101	1,713
17.....	—	—	—	—	—	—	—	30	74	250	10	23	354	33	387
18.....	—	—	—	—	—	—	—	—	—	50	11	4	50	15	65
192.....	—	—	—	—	—	—	—	—	—	—	—	1	—	1	1
Total.....	7,474	3,745	28,233	19,292	8,825	17,788	16,306	14,297	11,828	15,202	369	147	142,990	516	143,506

46.—Ontario Urban Public Schools: Distribution by Age and Grade, 1921
 46.—Écoles urbaines de l'Ontario: Répartition par âge et par degré, en 1921

GIRLS—FILLES

41.....	412	—	—	—	—	—	—	—	—	—	—	—	412	—	412
5.....	4,942	1,345	1,725	—	—	—	—	—	—	—	—	—	8,012	—	8,012
6.....	1,966	1,424	9,999	668	—	—	—	—	—	—	—	—	14,057	—	14,057
7.....	154	532	8,970	5,485	396	370	5	—	—	—	—	—	15,912	—	15,912
8.....	—	138	3,359	6,468	2,388	2,946	271	22	—	—	—	—	15,592	—	15,592
9.....	—	37	1,106	3,364	2,652	5,312	2,203	303	26	2	—	—	15,005	—	15,005
10.....	—	—	404	1,351	1,704	4,283	4,676	1,927	411	50	—	—	14,806	—	14,806
11.....	—	—	179	502	695	2,562	4,174	3,761	1,738	477	2	—	14,088	2	14,090
12.....	—	—	107	213	407	1,200	2,737	3,646	3,252	2,264	28	—	13,826	28	13,854
13.....	—	—	75	86	161	615	1,524	2,572	3,431	4,878	120	28	13,342	148	13,490
14.....	—	—	—	39	69	235	680	1,423	2,213	4,942	244	61	9,601	305	9,906
15.....	—	—	—	8	16	69	194	397	823	2,823	220	152	4,330	372	4,702
16.....	—	—	—	—	—	27	52	100	240	1,041	97	180	1,460	277	1,737
17.....	—	—	—	—	—	—	—	33	38	240	50	114	311	164	475
18.....	—	—	—	—	—	—	—	—	—	32	13	41	32	54	86
192.....	—	—	—	—	—	—	—	—	—	—	9	—	—	9	9
Total.....	7,474	3,476	25,924	18,184	8,488	17,619	16,516	14,184	12,172	16,749	774	585	140,786	1,359	142,145

¹Includes earlier ages—Inclus élèves plus jeunes.

²Includes later ages—Inclus élèves plus vieux.

³K Kindergarten—Ecole maternelle.

⁴K.P. Kindergarten Primary—Ecole maternelle primaire.

47.—Manitoba Schools: Distribution by Age and Grade, 1921
47.—Ecoles de Manitoba: Répartition par âge et par degré, en 1921

BOYS—GARÇONS

Age	Elementary Grades Degrés élémentaires								Secondary Grades Degrés secondaires				Total			
	Kinder- garden — Ecole mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elementary	Secondary	Total
														Elé- men- taires	Secon- daires	
5 ¹ ...	203	474	5	-	-	-	-	-	-	-	-	-	-	682	-	682
6....	501	2,973	94	7	-	2	5	-	-	-	-	-	-	3,582	-	3,582
7....	352	4,301	943	149	2	3	2	-	-	-	-	-	-	5,752	-	5,752
8....	135	3,419	2,725	835	123	5	-	-	-	-	-	-	-	7,242	-	7,242
9....	32	1,363	2,474	2,225	711	85	8	-	-	-	-	-	-	6,898	-	6,898
10....	22	612	1,343	2,203	1,862	598	100	12	-	-	-	-	-	6,752	-	6,752
11....	6	245	636	1,196	1,899	1,598	520	78	28	2	-	-	-	6,206	2	6,208
12....	10	172	320	713	1,242	1,689	1,341	439	203	41	1	-	-	6,129	42	6,171
13....	5	86	160	427	813	1,190	1,402	949	617	220	21	3	-	5,649	244	5,893
14....	2	41	90	204	416	696	893	929	1,102	549	137	16	-	4,373	702	5,075
15....	-	15	30	72	126	277	416	495	1,098	550	315	80	-	2,529	945	3,474
16....	-	6	8	17	41	60	127	204	569	305	285	171	2	1,032	763	1,795
17....	-	4	1	6	3	13	28	42	195	102	177	190	4	292	473	765
18....	-	1	2	1	3	5	6	5	39	27	69	90	1	62	187	249
19....	-	-	-	-	1	2	3	2	4	9	17	30	5	12	61	73
20....	-	-	-	-	2	2	1	-	2	-	3	12	3	7	18	25
21 ² ...	1	1	-	-	1	2	1	1	3	4	4	21	4	10	33	43
Total	1,269	13,713	8,831	8,055	7,245	6,227	4,853	3,156	3,860	1,809	1,029	613	19	57,209	3,470	60,679

48.—Manitoba Schools: Distribution by Age and Grade, 1921
48.—Ecoles de Manitoba: Répartition par âge et par degré, en 1921

GIRLS—FILLES

5 ¹ ...	148	423	7	1	-	-	-	-	-	-	-	-	-	579	-	579
6....	478	2,897	92	5	1	-	-	-	-	-	-	-	-	3,473	-	3,473
7....	287	4,024	947	184	4	2	2	-	5	-	-	-	-	5,455	-	5,455
8....	109	3,029	2,699	1,006	115	9	-	-	-	-	-	-	-	6,997	-	6,997
9....	36	1,068	2,148	2,431	855	118	11	-	-	-	-	-	-	6,667	-	6,667
10....	24	499	1,076	2,067	2,011	761	131	11	1	-	-	-	-	6,581	-	6,581
11....	10	220	456	1,076	1,941	1,669	646	125	31	2	-	-	-	6,174	2	6,176
12....	5	129	247	531	1,142	1,666	1,476	464	248	37	2	2	-	5,908	41	5,949
13....	6	66	117	278	638	1,042	1,348	1,039	802	269	26	11	-	5,336	306	5,642
14....	1	26	58	117	281	509	790	891	1,306	685	167	18	-	3,979	870	4,849
15....	-	13	19	39	84	161	297	452	1,137	784	415	121	1	2,202	1,321	3,523
16....	-	2	14	3	22	37	101	154	637	451	492	267	15	970	1,225	2,195
17....	-	-	1	4	9	10	17	29	208	152	275	307	26	278	760	1,038
18....	-	-	-	1	2	4	4	7	49	43	89	183	16	67	331	398
19....	-	-	-	1	-	1	1	1	12	8	15	65	14	16	102	118
20....	-	1	-	-	1	1	-	1	1	2	6	20	1	5	29	34
21 ² ...	-	-	-	1	1	-	-	-	-	2	2	16	6	2	26	28
Total	1,104	12,397	7,881	7,745	7,107	5,990	4,824	3,174	4,437	2,435	1,489	1,010	79	54,689	5,013	59,702

49.—Saskatchewan Schools: Distribution by Age and Grade (Calendar Year), 1921
49.—Ecoles de la Saskatchewan: Répartition par âge et par degré (année du calendrier), 1921

BOYS—GARÇONS

4 ¹ ...	-	92	-	-	-	-	-	-	-	-	-	-	-	92	-	92
5....	452	1,525	21	2	-	-	-	-	-	-	-	-	-	2,000	-	2,000
6....	294	6,682	401	36	2	-	-	-	-	-	-	-	-	7,415	-	7,415
7....	97	7,775	2,392	528	58	3	-	-	-	-	-	-	-	10,853	-	10,853
8....	18	4,185	3,651	2,458	620	52	5	-	-	-	-	-	-	10,989	-	10,989
9....	7	1,908	2,430	3,467	2,171	467	67	10	1	-	-	-	-	10,528	-	10,528
10....	2	894	1,255	2,585	2,988	1,664	431	78	18	1	-	-	-	9,915	1	9,916
11....	4	420	652	1,568	2,544	2,215	1,230	407	175	8	2	-	-	9,215	10	9,225
12....	-	249	385	902	1,788	1,923	1,762	1,014	739	120	7	-	-	8,762	127	8,889
13....	2	167	190	533	1,186	1,519	1,634	1,287	1,564	430	66	8	-	8,082	504	8,586
14....	1	90	106	330	682	974	1,110	1,024	1,668	687	224	41	2	5,985	954	6,939
15....	-	40	46	107	239	365	534	465	1,091	564	359	167	8	2,887	1,093	3,985
16....	-	12	20	36	77	134	200	211	534	391	316	261	52	1,224	1,020	2,244
17....	-	7	8	15	43	45	56	94	181	166	201	259	75	449	701	1,150
18....	-	6	5	2	12	17	26	25	66	58	90	151	70	159	369	528
19....	-	2	2	1	8	6	7	17	23	22	24	109	56	66	211	277
20....	-	1	1	1	5	1	4	4	10	16	8	38	20	27	82	109
21 ² ...	-	4	2	4	10	2	4	3	11	22	24	67	36	40	149	189
Total	877	24,059	11,567	12,575	12,433	9,387	7,070	4,639	6,081	2,485	1,321	1,101	319	88,688	5,226	93,914

¹Includes earlier ages—Y compris élèves plus jeunes.
²Includes later ages—Y compris élèves plus vieux.

50—Saskatchewan Schools: Distribution by age and Grade.

50—Ecoles de la Saskatchewan: Répartition par âge et par degré.

GIRLS—FILLES—1921

Age	Elementary Grades—Degrés élémentaires								Sec. Grades—Deg. sec.				Total			
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Sec.	Total
41...	1	74	3	-	-	-	-	-	-	-	-	-	-	78	-	78
5....	454	1,342	24	1	-	-	-	6	-	-	-	-	-	1,827	-	1,827
6....	282	6,225	396	48	2	1	-	-	-	-	-	-	-	6,954	-	6,954
7....	85	7,077	2,514	724	86	6	2	-	-	-	-	-	-	10,474	-	10,474
8....	18	3,653	3,431	2,748	807	81	5	1	-	-	-	-	-	10,744	-	10,744
9....	7	1,505	2,017	3,330	2,474	601	87	4	2	-	-	-	-	10,027	-	10,027
10....	-	715	1,017	2,230	3,002	1,879	509	85	32	1	-	-	-	9,469	1	9,470
11....	-	347	508	1,263	2,311	2,222	1,431	418	210	12	1	-	-	8,710	13	8,723
12....	2	219	269	731	1,489	1,824	1,829	1,033	855	153	17	-	-	8,251	171	8,422
13....	-	120	134	433	911	1,257	1,546	1,293	1,763	543	91	12	-	7,457	646	8,103
14....	-	49	62	208	433	636	920	987	1,968	887	314	107	4	5,263	1,312	6,575
15....	-	13	16	47	125	243	331	538	1,167	782	530	272	18	2,480	1,602	4,082
16....	-	6	9	19	41	82	138	223	597	505	464	413	78	1,115	1,460	2,575
17....	-	4	2	7	12	24	33	111	183	209	311	502	125	376	1,477	1,523
18....	-	1	1	3	5	8	7	23	60	99	118	327	113	108	657	765
19....	-	-	1	1	3	2	3	7	16	21	39	168	59	33	287	320
20....	-	1	-	2	1	1	1	1	6	11	54	24	-	8	95	103
21 ² ...	-	3	-	-	4	-	3	-	5	10	14	73	33	15	130	145
Total	849	21,354	10,404	11,795	11,686	8,867	6,851	4,724	6,859	3,228	1,910	1,929	454	83,389	7,521	90,910

51—BOYS—GARÇONS—1922

41...	-	60	-	-	-	-	-	-	-	-	-	-	-	60	-	60
5....	283	1,343	5	2	3	-	-	-	-	-	-	-	-	1,636	-	1,636
6....	468	6,574	227	19	3	-	-	-	-	-	-	3	-	7,291	3	7,294
7....	133	8,525	2,034	456	38	-	-	-	-	-	-	2	-	11,193	2	11,195
8....	65	4,609	3,692	2,165	496	36	1	1	-	-	-	2	-	11,065	2	11,067
9....	7	2,147	2,717	3,432	1,891	353	37	6	1	-	-	-	-	10,591	-	10,591
10....	6	1,085	1,492	2,807	3,183	1,314	350	58	12	1	-	-	-	10,307	1	10,308
11....	3	478	688	1,694	2,671	2,186	1,050	254	119	5	-	-	-	9,143	5	9,148
12....	2	282	390	1,004	1,925	2,121	1,793	788	487	42	7	-	-	8,792	49	8,841
13....	5	180	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	-	8,027	319	8,346
14....	1	102	99	327	702	1,027	1,285	1,090	1,642	579	131	22	-	6,275	732	7,007
15....	2	41	56	119	258	391	595	491	1,067	560	284	79	5	3,020	928	3,948
16....	-	21	17	41	70	129	177	194	494	418	312	190	35	1,043	1,055	2,098
17....	-	9	11	7	23	25	61	69	166	185	193	226	45	371	649	1,020
18....	-	6	5	9	11	10	15	23	59	82	105	140	53	138	380	518
19....	-	5	3	2	8	8	3	8	28	25	17	84	37	65	163	228
20....	-	-	-	2	3	2	3	4	12	10	11	38	19	26	78	104
21 ² ...	-	3	2	1	1	3	4	2	9	45	15	67	26	25	153	178
Total	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	89,068	4,519	93,587

52—GIRLS—FILLES—1922

41...	-	70	-	-	-	-	-	-	-	-	-	-	-	70	-	70
5....	311	1,216	13	-	2	-	-	-	-	-	-	-	-	1,542	-	1,542
6....	454	6,045	285	33	10	-	-	-	-	-	-	-	-	6,827	-	6,827
7....	163	7,682	2,217	550	69	1	-	-	-	-	-	-	-	10,682	-	10,682
8....	45	4,033	3,490	2,418	676	56	3	-	-	-	-	-	-	10,721	-	10,721
9....	7	1,690	2,329	3,362	2,176	445	52	5	2	-	-	-	-	10,068	-	10,068
10....	11	831	1,101	2,470	3,137	1,542	400	55	16	1	-	-	-	9,563	1	9,564
11....	1	361	569	1,389	2,521	2,348	1,278	300	134	4	-	-	-	8,901	4	8,905
12....	2	204	346	810	1,661	1,932	1,986	890	627	57	3	-	-	8,458	60	8,518
13....	2	119	171	479	998	1,340	1,719	1,259	1,482	324	40	4	-	7,569	368	7,937
14....	1	51	86	232	598	715	1,048	988	1,788	705	185	30	4	5,417	924	6,341
15....	-	13	15	53	151	247	405	485	1,242	806	431	167	11	2,611	1,415	4,026
16....	-	6	9	17	39	79	119	177	541	570	463	308	38	987	1,379	2,366
17....	-	4	6	4	17	26	36	65	191	253	324	399	78	349	1,054	1,403
18....	-	1	1	5	4	10	12	19	62	110	154	260	74	114	598	712
19....	-	-	1	5	-	1	3	3	20	31	47	142	44	33	264	297
20....	-	-	-	1	-	1	-	-	8	5	14	67	23	10	109	119
21 ² ...	-	-	1	-	-	3	3	1	3	18	9	72	20	11	119	130
Total	997	22,326	10,640	11,828	11,969	8,746	7,064	4,247	6,116	2,884	1,670	1,449	292	83,933	6,295	90,228

¹Includes 4 years and under—Y compris 4 ans ou moins.

²Includes 21 years and over—Y compris 21 ans ou plus

53—Alberta Schools: Distribution by Age and Grade, 1922

53—Ecoles de l'Alberta: Répartition par âge et par degré, en 1922

BOYS—GARÇONS

Age	Elementary Grades—Degrés élémentaires									Sec. Grades—Degrés sec.				Total		
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elem.	Second.	Total
5 ¹ ...	188	377	-	-	-	-	-	-	-	-	-	-	-	565	-	565
6....	532	4,144	1,53	7	1	-	-	-	-	-	-	-	-	4,837	-	4,837
7....	363	5,658	1,822	237	15	1	-	-	-	-	-	-	-	8,096	-	8,096
8....	182	2,822	3,136	1,658	296	18	-	-	-	-	-	-	-	8,112	-	8,112
9....	86	1,361	2,008	2,824	1,382	243	22	-	-	-	-	-	-	7,926	-	7,926
10....	36	613	1,012	2,173	2,257	950	220	22	2	-	-	-	-	7,285	-	7,285
11....	13	279	502	1,223	1,996	1,814	861	245	49	1	-	-	-	6,982	1	6,983
12....	13	162	285	686	1,154	1,670	1,635	797	278	27	1	-	-	6,676	28	6,704
13....	5	103	149	409	734	1,158	1,608	1,403	837	140	24	3	-	6,406	167	6,573
14....	3	73	92	239	432	647	1,096	1,292	1,402	550	126	35	-	5,276	711	5,987
15....	-	34	43	110	188	345	631	597	1,285	738	375	115	4	3,431	1,232	4,663
16....	-	17	8	27	56	68	155	259	631	512	384	234	33	1,221	1,163	2,384
17....	-	1	6	6	15	16	58	76	233	187	272	216	39	411	714	1,125
18....	-	1	3	8	7	9	15	11	61	71	106	113	59	115	349	464
19....	-	1	-	1	1	1	2	5	13	21	39	59	43	24	162	186
20....	-	-	1	-	-	1	-	5	3	7	14	24	20	10	65	75
21 ² ...	-	-	1	-	2	1	2	2	5	10	32	44	29	13	115	128
Total	1,421	15,646	9,221	9,608	8,536	6,942	6,305	4,912	4,795	2,264	1,373	843	227	67,386	4,707	72,093

54—Alberta Schools: Distribution by Age and Grade, 1922

54—Ecoles de l'Alberta: Répartition par âge et par degré, en 1922

GIRLS—FILLES

Age	Elementary Grades—Degrés élémentaires									Sec. Grades—Degrés sec.				Total		
	Kinder- garten	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Elém.	Secon.	Total
5 ¹ ...	163	321	-	-	-	-	-	-	-	-	-	-	-	434	-	484
6....	476	3,945	145	9	-	-	-	-	-	-	-	-	-	4,575	-	4,575
7....	335	5,254	1,888	251	9	2	-	-	-	-	-	-	-	7,739	-	7,739
8....	172	2,489	3,246	1,881	284	26	1	-	-	-	-	-	-	8,099	-	8,099
9....	63	1,202	1,869	2,831	1,471	268	24	-	-	-	-	-	-	7,728	-	7,728
10....	30	515	863	2,071	2,408	1,121	268	27	4	-	-	-	-	7,307	-	7,307
11....	16	238	447	1,088	1,881	1,915	1,116	244	59	-	-	-	-	7,004	-	7,004
12....	9	117	238	586	1,040	1,662	1,765	908	332	28	1	-	-	6,657	29	6,686
13....	8	87	118	314	566	916	1,427	1,427	847	176	18	1	-	5,710	195	5,905
14....	5	44	67	169	361	501	949	1,347	1,474	644	161	33	1	4,917	839	5,756
15....	-	25	36	61	141	213	483	645	1,280	948	397	97	10	2,884	1,452	4,336
16....	-	10	7	18	27	48	125	246	665	627	536	305	45	1,146	1,513	2,659
17....	-	2	2	2	6	13	33	64	251	273	371	337	83	373	1,064	1,437
18....	-	2	-	-	2	1	8	14	62	93	155	218	78	89	544	633
19....	-	-	2	-	-	2	2	4	15	27	47	80	55	25	218	243
20....	-	1	1	-	-	1	1	4	3	5	20	37	33	11	95	106
21 ² ...	-	1	-	1	1	-	-	1	2	16	22	38	30	6	106	112
Total	1,277	14,253	8,929	9,282	8,197	6,689	6,202	4,931	4,994	2,837	1,728	1,155	335	64,754	6,055	70,809

¹Includes 5 years and under—Y compris 5 ans ou moins

²Includes 21 years and over—Y compris 21 ans ou plus

5.—SECONDARY EDUCATION—ENSEIGNEMENT SECONDAIRE.

55.—Secondary Education in Canada: Statistics of the different types of Schools doing work of High School Grade in each province 1922 or latest year reported
55.—Enseignement secondaire au Canada: Types d'écoles ou l'on professe les matières secondaires, dans chaque province du Canada, chiffres de 1922 ou du dernier rapport

Institutions	Insti- tutions	Clas- ses	Instructors — Instituteurs			Pupils — Elèves			Av. At- tend. Fréq. moy.	Pupils in High School Grades — Elèv. dans les degrés secondaires					Institutions	
			M. — H.	F. — F.	Total	B. — G.	G. — F.	Total		IX	X	XI	XII	Total		
Prince of Wales College, P.E.I.....	1	12	9	3	12	127	214	341	—	—	—	215	1	126	—	Collège Prince of Wales, I. P.-E.
First Class Schools, P.E.I.....	18	111	23	91	114	—	—	4,180	3,259	—	—	—	—	—	—	Ecoles de première, classe, I. P.-E.
County Academies, N.S.....	18	—	—	—	—	1,334	1,503	2,837	2,296	2,282	1,754	1,131	428	2,837	—	Académies de comté, N.-E.
Other High Schools, N.S.....	64	—	—	—	64	1,024	1,734	2,758	—	—	—	—	—	2,758	—	"High Schools", N.-E.
Other Schools doing H. S. work, N.S.....	—	1,586	—	—	—	1,844	3,600	5,444	—	3,118	1,779	547	—	5,444	—	Autres écoles exécutant les trav. sec., N.-E.
Gram. Schools, N.B. (2nd term).....	13	47	—	—	49	—	—	1,604	—	775	464	351	14	1,604	—	Ecoles de grammaire, N.-B.
Superior Sch., N.B. (2nd term).....	52	52	30	23	53	—	—	—	—	625	324	140	—	1,089	—	Ecoles supérieures, N.-B.
Other Schools doing H. S. work, N.B.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Autres écoles exécutant les trav. sec., N.-B.
Classical Colleges, Que.....	21	—	830	—	830	9,321	—	9,321	8,592	—	—	—	—	—	—	Collèges classiques, Qué.
R. C. Indep. Schools giving classical education, Que.....	8	—	59	—	59	621	—	621	574	—	—	—	—	—	—	Ecoles indépendantes non subventionnées exécutant les trav. sec. (catholiques), Qué.
Catholic Academies, Que.....	67	—	1,400	3,056	4,456	46,964	63,238	110,202	92,798	4,317	2,597	—	—	6,914	—	Académies catholiques, Qué.
Protestant H. S., Que.....	46	—	121	347	468	6,548	6,558	13,106	10,510	1,494	928	596	—	3,018	—	"High Schools" protestantes, Qué.
Protestant Interm. Sch., Que.....	52	—	12	138	150	1,996	2,139	4,135	2,936	209	109	19	—	337	—	Ecoles interm. prot., Qué.
Collegiate Institutes, Ont.....	47	—	613	689	702	11,044	11,690	22,734	19,994	9,170	6,535	5,637	1,392	22,734	—	Instituts collégiaux, Ont.
High Schools, Ont.....	123	—	—	—	600	7,284	9,387	16,671	14,268	6,780	4,788	4,157	946	16,671	—	"High Schools", Ont.
Continuation Schools, Ont.....	160	—	—	—	286	3,080	4,425	7,505	6,309	3,423	2,316	1,766	—	7,505	—	Ecoles de continuation, Ont.
Day Voc. Schools, Ont.....	14	—	—	—	272	3,858	3,664	7,522	—	—	—	—	—	7,522	—	Ecoles de trav. du jour, Ont.
Fifth Classes, Ont. ²	125	125	56	69	125	—	—	1,338	1,100	1,338	—	—	—	1,338	—	Cinquième classes, Ont. ²
Other Sch. doing H. S. work, Ont. ²	—	—	—	—	—	—	—	—	—	—	—	—	—	6,622	—	Autres écoles exécutant les trav. sec., Ont. ²
Collegiate Institutes, Man.....	11	—	—	—	—	—	—	4,103	3,468	—	—	—	—	4,103	—	Instituts collégiaux, Man.
Collegiate Departments, Man.....	5	—	—	—	—	—	—	456	386	—	—	—	—	456	—	Départements collégiaux, Man.
High Schools, Man.....	38	—	—	—	—	—	—	2,091	1,760	—	—	—	—	2,091	—	"High Schools", Man.
Junior High Schools, Man.....	5	—	—	—	—	—	—	970	809	—	—	—	—	970	—	"Junior High Schools", Man.
Intermediate Schools, Man.....	95	—	—	—	373	—	—	13,834	10,286	—	—	—	—	2,080	—	Ecoles intermédiaires, Man.
Other Sch. doing H. S. work, Man.....	—	—	—	—	—	—	—	—	—	—	—	—	—	1,029	—	Autres écoles exécutant les trav. sec., Man.
Collegiate Institutes, Sask.....	10	—	93	66	159	2,000	2,633	4,633	3,789	1,547	1,021	1,056	383	4,007	—	Instituts collégiaux, Sask.
High Schools, Sask.....	11	—	13	30	43	423	571	994	—	340	188	194	69	791	—	"High Schools", Sask.
Other Village and Town Sch. doing H. S. work, Sask.....	—	—	—	—	—	—	—	—	—	2,432	1,379	1,006	58	4,875	—	Autres écoles des villages et villes exécutant les trav. sec., Sask.
Rural Sch. doing H. S. work, Sask.....	—	—	—	—	—	—	—	—	—	802	194	43	2	1,041	—	Ecoles rurales exécutant les trav. sec., Sask.
High Schools, Alta.....	50	—	—	—	—	2,488	3,729	6,217	—	2,722	1,896	1,150	449	6,217	—	"High Schools", Alta.
Other Graded S. doing H. S. work, Alta.....	—	—	—	—	—	—	—	76,691	58,622	1,556	1,058	817	110	3,541	—	Ecoles à classes multiples exécutant les trav. sec., Alta.
Ungraded S. doing H. S. work, Alta.....	—	—	—	—	—	—	—	66,211	41,893	823	147	31	3	1,004	—	Ecoles à classe unique exécutant les trav. sec., Alta.
High Schools, B.C.....	58	282	—	—	301	3,788	4,846	8,634	7,481	—	—	—	—	8,634	—	"High Schools", C.-B.
Rural Mun. S. doing H. S. work, B.C.....	4	4	2	2	4	33	35	68	55	29	—	—	—	29	—	Ecoles rurales des municipalités exécutant les trav. sec., C.-B.
Rural & Assist'd S. doing H. S. work, B.C.....	27	27	20	7	27	277	317	594	490	264	—	—	—	264	—	Ecoles rurales et subventionnées exécutant les trav. sec., C.-B.
City S. doing H. S. work, B.C.....	2	2	1	1	2	23	9	32	23	17	—	—	—	17	—	Ecoles des cités exécutant les trav. sec., C.-B.

¹This figure includes students in the 3rd year who might be considered 2nd year university students—Ces chiffres incluant étudiants de 3ème année P.W.C. on les admet à 2ème des universités.

²1921.

³54 "A": 54 "B"; and 17 "C" Classes.

56.—Publicly Controlled Schools: Number of pupils taking Certain Secondary Grade Subjects¹ in Six Provinces, 1922

56.—Ecoles sous le contrôle administratif: Elèves étudiant certaines matières¹ secondaires, dans six provinces, en 1922

Subjects	Nova Scotia — Nouvelle-Ecosse	New Brunswick — Nouveau-Brunswick	Ontario	Saskatchewan	Alberta	British Columbia — Colombie Britannique	Total	Matières
English.....	10,942	2,693	45,899	4,518	11,587	8,556	84,195	Anglais.
History.....	5,487	2,677	41,918	7,930	5,978	3,123	67,113	Histoire.
Geography.....	5,170	2,677	17,811	1,947	2,858	3,198	33,663	Géographie.
Reading.....	—	—	—	2,606	—	8,556	11,162	Lecture.
Arith. and mens.....	8,817	2,075	16,902	4,352	3,894	6,559	42,599	Arith. et mens.
Algebra.....	10,413	2,580	37,976	4,260	5,446	7,463	68,138	Algèbre.
Geometry.....	5,356	2,539	23,647	3,973	5,436	7,346	48,297	Géométrie.
Trigonometry.....	321	49	1,631	395	422	130	2,948	Trigonométrie.
French.....	7,112	2,468	27,277	3,696	6,428	6,523	53,504	Français.
Spanish.....	—	—	167	—	—	—	167	Espagnol.
German.....	234	—	1,710	97	74	25	2,140	Allemand.
Latin.....	4,204	1,894	35,459	3,039	2,606	4,959	52,161	Latin.
Greek.....	58	30	259	4	—	75	426	Grec.
Zoology.....	—	—	9,383	128	3,892	—	13,403	Zoologie.
Botany.....	3,629	2,441	19,848	802	3,996	2,670	33,386	Botanique.
Chemistry.....	1,741	1,036	9,325	1,294	1,293	4,491	19,180	Chimie.
Physics.....	5,658	1,183	10,278	1,404	5,228	3,143	26,894	Physique.
Book-keeping.....	75	1,245	4,561	434	390	1,110	7,815	Tenue des livres.
Stenography.....	—	—	3,149	348	512	1,135	5,144	Sténographie.
Typewriting.....	—	—	2,941	371	518	1,136	4,966	Dactylographie.
Business Law, etc.....	—	—	—	—	151	598	749	Droit com., etc.
Art.....	4,631	839	16,712	1,413	3,873	3,813	31,281	Arts.
Physical Culture.....	4,074	—	23,792	3,874	3,526	—	35,266	Culture physique.
Commerical.....	—	—	2,649	—	—	—	2,649	Commerce.
Agriculture.....	2,846	—	1,609	525	944	371	6,295	Agriculture.
Manual Training.....	265	—	3,433	—	801	4,329	8,828	Travaux manuels.
Household Science.....	284	—	3,859	38	1,166	1,794	7,141	Science ménagère.
Art Model School.....	—	—	189	—	—	—	189	Arts (école modèle).
Elementary Science.....	—	—	—	2,683	1,092	—	3,775	Sciences élémentaires.
Music.....	1,015	—	—	853	369	—	2,237	Musique.
Military Drill.....	1,030	—	—	1,348	1,652	—	4,030	Exercices militaires.
Physiology.....	—	881	—	4,117	—	97	5,095	Physiologie.
Pract. Mathematics.....	1,478	—	—	—	—	—	1,478	Mathématiques.
Industrial Work.....	—	—	—	649	—	—	649	Etude prat. des métiers
Total sampled.....	11,039	2,693	46,910	4,798	6,217	8,944	80,601	Total des élèves ainsi classifiés.

57.—Results of Departmental Examinations, 1921-22

57.—Résultats des examens des départements de l'Instruction publique, 1921-22

	N.S. — N.-E.	N.B.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.	
GRADE VIII								DEGRÉ VIII
Number promoted by schools	—	—	—	—	1,284	1,590	1,417	Elèves avancés sans examens officiels.
Number examined.....	—	—	36,114	—	6,861	5,328	4,231	Nombre, recourant aux examens.
Number successful.....	—	—	27,560	—	3,694	2,590	2,168	Nombre passant avec succès.
Number who failed.....	—	—	8,554	—	1,883	2,738	2,063	Nombre manquant.
H.S. GRADES, MATRIC, Etc.								SECONDAIRES, Etc.
Number promoted by schools	—	—	See page 110.	2,602	—	3,625	—	Elèves avancés sans examens officiels.
Number examined.....	8,241	1,030	— voir page 110.	7,105	2,300	14,264	2,561	Nombre recourant aux examens.
Number successful.....	4,381	293	—	5,195	946	1,705	1,652	Nombre passant avec succès.
Number conditioned.....	—	368	110.	—	1,236	377	—	Nombre passant sous condition.
Number who failed.....	3,860	369	—	1,910	118	2,182	909	Nombre manquant.

¹A blank space in this table does not necessarily mean that the subject was not taught—it merely means that figures have not been reported.

¹L'espace en blancs dans ce tableau ne signifie pas que cette matière n'était pas enseignée, mais que les chiffres n'ont pas été fournis.

²Exclusive of 230 in May and 308 in September for University Matriculation—Non compris 231 en mai et 328 en septembre pour l'admission universitaire.

58.—Ontario Schools: Subjects of Study in Secondary Schools, and results of examinations, 1921-22
58.—Écoles d'Ontario: Matière d'études dans les écoles secondaires et résultats des examens, 1921-22

Subject	Number taking Subject — Nombre d'élèves	Number at Examinations — Nombre recourant aux examens				Number who passed — Nombre passant avec succès				Matières
		L. School	Mid. School	Up. School	Total	L. School	Mid. School	Up. School	Total	
		Cours infér.	Cours moy.	Cours supér.		Cours Infér.	Cours moy.	Cours supér.		
English Grammar.....	16,663	10,522	—	—	10,522	9,101	—	—	9,101	Grammaire anglaise.
English Composition.....	45,899	355	10,781	2,178	13,314	313	9,988	2,165	12,466	Composition anglaise.
English Literature.....	45,968	305	10,705	2,125	13,135	194	9,579	1,931	11,704	Littérature anglaise.
Can. History.....	19,697	10,671	—	—	10,671	7,229	—	—	7,229	Histoire Can.
Brit. History.....	13,235	—	11,582	—	11,582	—	9,642	—	9,642	Histoire brit.
Anc. History.....	7,823	—	7,834	—	7,834	—	5,875	—	5,875	Histoire an.
Geography.....	17,811	9,998	—	—	9,998	9,117	—	—	9,117	Géographie.
Physiography.....	12,746	7,772	—	—	7,722	6,028	—	—	6,028	Physiographie.
Arithm. and Mens.....	16,902	9,632	—	—	9,632	7,536	—	—	7,536	Arithm. et mens.
Algebra.....	37,976	482	9,941	1,763	12,186	276	6,374	1,226	7,876	Algèbre.
Geometry.....	23,647	207	8,087	1,782	10,076	160	6,580	1,420	8,160	Géométrie.
Gen. History.....	—	—	—	1,197	1,197	—	—	1,194	—	Histoire gen.
Trigonometry.....	1,631	—	—	1,591	1,591	—	—	1,419	—	Trigonometrie.
French Authors.....	—	—	5,401	1,876	7,277	—	4,391	1,827	6,218	Auteurs françaises.
Fr. Comp.....	27,277	—	5,583	1,881	7,464	—	4,392	1,356	5,748	Comp. française.
Span. Authors.....	—	—	85	—	85	—	56	—	56	Auteurs espagnols.
Span. Comp.....	167	—	88	—	88	—	70	—	70	Composition espagnole.
German Authors.....	—	—	365	172	537	—	365	172	537	Auteurs allemands.
Germ. Comp.....	1,711	—	357	166	523	—	264	153	417	Composition allemande.
Lat. Authors.....	—	—	6,661	1,092	7,753	—	4,512	910	5,422	Auteurs lat.
Lat. Comp.....	35,459	—	5,756	1,088	6,844	—	3,689	703	4,392	Composition lat.
Gr. Authors.....	—	—	128	44	172	—	82	38	120	Auteurs grecs.
Gr. Comp.....	259	—	121	32	153	—	89	26	115	Composition grecque.
Zoology.....	9,383	7,727	—	470	8,197	7,363	—	398	7,761	Zoologie.
Botany.....	19,848	15,383	—	457	15,840	13,528	—	387	13,915	Botanique.
Chemistry.....	9,325	—	7,873	515	8,393	—	6,306	403	6,709	Chimie.
Physics.....	10,278	—	9,152	635	9,152	—	6,793	601	7,394	Physiques.
Art.....	16,722	13,014	—	—	13,014	11,623	—	—	11,623	Art.
Total Enrol ¹	54,870	20,330	19,115	4,156	43,601	—	—	—	—	Total. ²
Lower School.....	40,972	—	—	—	—	—	—	—	—	Cours inférieur.
Middle School.....	11,560	—	—	—	—	—	—	—	—	Cours moyen.
Upper School.....	2,338	—	—	—	—	—	—	—	—	Cours supérieur.

¹In Secondary Schools only—1Dans les écoles secondaires.

²In Secondary grades of Secondary Schools and "fifth classes" of Public and Separate Schools. The number of pupils taking the subjects in these classes are not given, but they are, no doubt; represented among the candidates enumerated above. The number of pupils in Secondary Schools only were: Total, 46,910; Lower School, pt. 1, 19,373; Lower School, pt. 2, 13,639; Middle School, 11,560; Upper School, 2,338.

²Dans les degrés secondaires des écoles secondaires et les "5^{ème} classes" des écoles publiques et séparées: on ne donne pas le nombre d'élèves étudiant les matières dans les "5^{ème} classes," mais sans doute ceux-ci se trouvent parmi les "candidats" au dessus voilà le nombre d'élèves dans les écoles secondaires en 1921-22. Total, 46,910; Cours inférieur 1, 19,373; Cours inférieur 2, 13,639; Cours moyen, 11,560; Cours supérieur, 2,338.

59.—Ontario Schools: Occupation of Parents of Pupils in Secondary Schools including Day Vocational Schools, 1900-1922

59.—Ecoles d'Ontario: Occupations des Parents des élèves dans les écoles secondaires—y compris les écoles du jour des travaux manuels 1900-1922.

Year — Année	Commerce	Agriculture	Professions	Mechanical Occupations — Métiers mécaniques	Laboring Occupations — Travaux manuels	Other callings — Autres occupations	Without occupations — Sans occupations	Total
1900	5,448	6,221	1,953	5,054	—	—	1,788	20,464
1901	5,984	6,747	2,144	5,862	—	—	1,786	21,749
1902	6,477	7,482	2,311	6,052	—	—	2,150	23,525
1903	6,941	8,004	2,504	6,491	—	—	1,782	23,997
1904	7,645	8,516	2,604	7,099	—	1,845	—	27,709
1905	7,491	8,386	2,680	6,303	2,151	1,650	—	29,261
1906	7,853	8,602	2,831	5,813	2,492	1,801	—	29,392
1907	7,974	8,767	2,842	6,187	2,630	1,931	—	30,331
1908	8,242	8,907	2,989	6,613	2,798	2,363	—	31,922
1909	8,623	9,206	3,036	6,902	3,147	2,187	—	33,101
1910	8,454	9,166	3,161	6,961	2,850	2,020	—	32,612
1911	8,406	11,714	2,901	6,981	2,696	3,796	1,486	37,980
1912	8,209	12,034	2,848	6,745	2,964	3,971	1,596	38,363
1913	7,923	12,384	2,913	7,000	2,973	4,328	1,799	39,290
1914	8,564	13,281	3,009	8,067	3,176	4,446	1,992	42,535
1915	9,268	14,490	3,085	8,105	3,551	4,705	2,022	44,226
1916-17	6,899	11,167	2,218	6,219	2,648	3,442	1,322	34,115
1917-18	7,158	11,142	2,297	6,336	2,258	3,738	1,272	36,250
1918-19	8,314	11,140	2,509	7,605	2,597	4,295	1,577	37,937
1919-20	8,710	11,424	2,410	8,170	3,123	5,228	1,692	41,471
1920-21	9,397	12,131	2,614	8,852	3,559	4,832	1,608	42,744
1921-22	11,412	14,163	2,787	11,059	4,629	6,085	2,019	52,255

60.—Ontario Schools: Destination of Pupils in Secondary Schools, 1900-1922

60.—Ecoles d'Ontario: Destination des élèves dans les écoles secondaires, 1900-1922

Year — Année	Commerce	Agriculture	Professions	Mechanical occupations — Métiers mécaniques	Other occupations — Autres occupations	Other Con- tinuation or High Schools — Autres écoles de continuation ou High Schools	Without occupations — Sans occupations	Total
1900	1,331	757	1,887	—	1,894	—	—	5,869
1901	1,300	833	1,900	—	1,779	—	—	5,812
1902	1,573	743	1,943	—	1,814	—	—	5,973
1903	1,805	844	1,900	—	2,291	—	—	6,840
1904	1,834	1,067	1,979	—	2,406	—	—	7,030
1905	1,949	859	2,166	—	2,900	—	—	7,874
1906	2,229	779	2,448	—	2,935	—	—	8,391
1907	1,982	803	2,285	—	3,088	—	—	8,158
1908	1,695	884	2,257	—	3,275	—	—	8,121
1909	2,178	855	1,860	531	1,872	—	1,528	8,924
1910	2,164	1,089	2,132	—	3,292	—	—	8,677
1911	2,388	1,057	2,270	—	3,321	—	—	9,036
1912	2,394	856	2,244	646	2,407	—	1,856	10,511
1913	2,428	855	2,209	609	2,241	—	—	10,368
1914	2,106	777	2,354	594	1,557	—	—	10,065
1915	1,899	819	1,989	435	1,082	994	1,471	9,688
1916-17	2,031	981	2,277	747	2,204	1,072	1,676	11,046
1917-18	3,008	1,335	1,916	863	2,734	1,208	1,295	12,417
1918-19	2,980	1,557	2,107	746	2,221	1,280	1,779	12,467
1919-20	3,061	1,582	1,878	739	2,160	1,291	1,171	12,428
1920-21	3,187	1,242	1,948	737	1,705	1,407	1,226	11,815
1921-22	3,697	1,322	2,107	876	2,044	1,556	1,271	13,555
1922	2,243	1,328	2,076	715	1,675	1,968	1,540	11,226

61.—Publicly Controlled Schools in Canada: Comparative Number of Boys and Girls doing work of Secondary Grade in five Provinces

61.—Ecoles du Canada placées sous le contrôle public: Nombre comparatif de garçons et de filles dans les degrés secondaires dans cinq provinces

Year—Année	N.S.—N.-E.		Ontario		Manitoba		Saskatchewan		Alberta		B.C.—C.-B.	
	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.	B.—G.	G.—F.
1901.....	—	—	10,869	11,654	—	—	—	—	—	—	215	369
1902.....	—	—	11,629	12,843	—	—	—	—	—	—	313	471
1903.....	—	—	11,988	13,734	—	—	—	—	—	—	316	540
1904.....	2,496	4,499	12,718	14,991	—	—	—	—	—	—	381	600
1905.....	2,732	4,554	13,035	15,626	—	—	—	—	—	—	433	657
1906.....	2,775	4,864	13,336	16,056	—	—	—	—	—	—	413	763
1907.....	2,792	4,854	13,799	16,532	—	—	—	—	—	—	432	823
1908.....	2,985	4,928	14,731	17,181	—	—	335	399	—	—	613	857
1909.....	3,076	5,048	15,776	17,325	—	—	504	643	—	—	812	997
1910.....	3,181	5,476	15,196	17,416	—	—	623	805	—	—	919	1,122
1911.....	3,211	5,463	17,073	20,907	—	—	766	927	—	—	940	1,048
1912.....	3,132	5,536	17,345	21,022	—	—	885	1,129	—	—	973	1,178
1913.....	3,175	5,461	17,718	21,572	—	—	1,028	1,326	—	—	1,232	1,448
1914.....	3,216	5,687	19,475	23,060	—	—	1,304	1,622	—	—	1,414	1,593
1915.....	3,436	6,041	20,508	24,718	—	—	1,545	2,038	—	—	1,844	2,068
1916.....	3,466	6,260	—	—	—	—	1,566	2,283	—	—	2,260	2,510
1917.....	3,051	6,037	14,318	19,597	—	—	1,445	2,441	—	—	2,074	2,767
1918.....	3,082	6,115	14,342	19,859	—	—	1,533	2,561	—	—	2,151	2,999
1919.....	3,024	6,114	15,095	20,643	—	—	1,910	2,841	—	—	2,392	3,414
1920.....	3,313	6,178	16,682	21,480	—	—	2,492	3,425	—	—	2,826	3,810
1921.....	3,425	6,280	17,525	22,426	3,524	5,091	2,494	3,423	3,088	4,421	3,093	4,166
1922.....	4,202	6,937	21,408	25,502	—	10,729	2,423	3,204	4,707	6,055	3,788	4,846

62.—Ontario Continuation Schools: Distribution of Pupils by Age, Sex and Grade, Calendar year, 1922

62.—Ecoles de continuation de l'Ontario: Répartition des élèves par âge, sexe et degré, 1922

Age	Lower School—Cours inférieur				Middle School		Total		Total
	Form I		Form II		Cours moyen		Boys—Garçons	Girls—Filles	
	Boys—Garçons	Girls—Filles	Boys—Garçons	Girls—Filles	Boys—Garçons	Girls—Filles			
10.....	—	1	—	—	—	—	—	—	1
11.....	5	5	—	—	—	—	5	5	10
12.....	47	71	8	6	—	—	55	77	132
13.....	202	245	41	44	1	2	244	291	535
14.....	417	515	106	198	10	11	533	724	1,257
15.....	396	551	226	384	80	100	702	1,035	1,737
16.....	296	356	244	451	153	269	693	1,076	1,769
17.....	110	119	176	241	182	303	468	663	1,131
18.....	32	29	42	88	146	240	220	357	577
19.....	5	9	17	24	73	100	95	133	228
20.....	2	5	2	11	26	30	30	46	76
21.....	3	2	5	2	27	13	35	17	52
Total.....	1,515	1,908	867	1,449	698	1,068	3,080	4,425	7,505

63.—Ontario Collegiate Institutes and High Schools: Distribution of Pupils by Age, Sex and Grade, Calendar Year, 1922

63.—Instituts collégiaux et "High Schools" de l'Ontario: Répartition des élèves par âge, sexe et degré, 1922

Age	Lower School—Cours inférieur				Middle School		Upper School		Total		Total
	Form I		Form II		Cours moyen		Cours supérieur		Boys—Garçons	Girls—Filles	
	Boys—Garçons	Girls—Filles	Boys—Garçons	Girls—Filles	Boys—Garçons	Girls—Filles	Boys—Garçons	Girls—Filles			
10.....	2	1	—	—	—	—	—	—	2	1	3
11.....	19	16	—	—	—	—	—	—	19	16	35
12.....	204	232	9	16	—	—	—	—	213	248	461
13.....	1,056	1,216	140	143	8	3	—	—	1,204	1,362	2,558
14.....	2,128	2,540	635	826	94	78	1	4	2,858	3,448	6,306
15.....	2,202	2,436	1,367	1,803	438	503	26	25	4,033	4,767	8,800
16.....	1,336	1,374	1,410	1,956	1,160	1,256	101	135	4,007	4,721	8,728
17.....	465	438	815	1,142	1,270	1,502	270	304	2,820	3,386	6,206
18.....	111	100	335	445	962	1,076	366	336	1,774	1,957	3,721
19.....	21	28	91	100	430	478	262	179	804	785	1,589
20.....	7	8	24	32	190	172	150	63	371	275	646
21.....	5	5	18	16	114	60	86	30	223	111	334
Total..	7,556	8,394	4,844	6,479	4,666	5,128	1,262	1,076	18,328	21,077	39,405

64.—Saskatchewan Collegiate Institutes and High Schools: Distribution¹ of Pupils by Age, Sex and Grade, 1922

64.—Instituts collégiaux et "High Schools" de la Saskatchewan: Répartition¹ des élèves par âge, sexe et degré, 1922

Age	IX		X		XI		XII		Total Sec.			VIII			Total		
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	T.	B.-G.	G.-F.	T.	B.-G.	G.-F.	T.
10.....	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
11.....	1	1	-	-	-	-	-	-	1	1	2	4	5	9	5	6	11
12.....	10	14	3	-	-	-	-	-	13	14	27	19	30	49	32	44	76
13.....	86	123	8	15	-	1	-	-	94	139	233	116	136	252	210	275	485
14.....	224	246	48	52	8	13	-	3	280	314	594	128	132	260	408	446	854
15.....	218	335	129	179	35	70	3	8	385	582	967	83	82	165	468	674	1,142
16.....	137	196	161	201	103	147	28	35	489	579	1,068	26	38	64	455	617	1,072
17.....	62	102	91	131	134	203	38	70	325	506	831	10	11	21	335	517	852
18.....	21	45	65	65	76	143	47	67	209	320	529	3	2	5	212	322	534
19.....	5	11	14	21	61	86	32	41	112	159	271	1	-	1	113	159	272
20.....	3	2	10	1	24	37	.8	21	55	61	116	1	1	2	56	62	118
21.....	37	8	12	3	57	52	23	18	129	81	210	-	-	-	129	81	210
Total..	804	1,083	541	668	498	752	189	263	2,092	2,755	4,788	391	438	829	2,423	3,204	5,627

65.—Alberta Schools: Distribution¹ of Pupils in Secondary class-rooms² by Sex, Grade and Age, 1922

65.—Écoles de l'Alberta: Répartition¹ des élèves dans les classes secondaires par sexe, degré et âge, en 1922

Age	IX		X		XI		XII		Total		
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	Total
12.....	12	17	1	-	-	-	-	-	13	17	30
13.....	72	111	15	13	3	-	-	-	90	124	214
14.....	233	396	46	75	5	6	-	-	284	477	761
15.....	391	528	179	250	43	40	4	8	617	826	1,443
16.....	242	359	201	369	97	168	31	38	571	934	1,505
17.....	107	132	158	283	118	228	43	74	426	717	1,143
18.....	38	46	82	120	87	161	47	69	254	396	650
19.....	13	6	29	32	56	64	31	42	129	144	273
20.....	5	3	11	12	16	25	14	18	46	58	104
21.....	8	3	14	6	20	13	16	14	58	36	94
Total.....	1,121	1,601	736	1,160	445	705	186	263	2,488	3,729	6,217

6.—RURAL SCHOOL ORGANIZATION

6.—L'ORGANISATION DES ÉCOLES RURALES

66.—Rural Schools in Canada, 1922—Écoles rurales au Canada, 1922

	Schools — Ecoles	Rooms — Salles de classe	Pupils — Elèves	Av. Att. — moy. freq.	
P.E.I.—					I.P.-E.—
One-roomed schools.....	415	415	11,753	7,426	Écoles à classe unique.
Graded schools.....	40	83	-	-	Écoles à classes multiples.
Poor districts receiving aid.....	-	-	2,390	1,653	Districts pauvres.
N.S.—					N.-E.—
One-roomed schools.....	1,163	1,163	42,138	-	Écoles à classe unique.
Graded schools.....	-	-	24,006	-	Écoles à classes multiples.
Poor districts receiving aid.....	279	-	-	-	Districts pauvres.
N.B.—					N.-B.—
One-roomed schools.....	1,208	1,208	34,980	-	Écoles à classe unique.
Graded schools.....	-	-	-	-	Écoles à classes multiples.
Poor districts receiving aid.....	414	-	-	-	Districts pauvres.
Ont.—					Ont.—
All rural schools—					Toutes écoles rurales—
Total.....	5,922	-	235,751	150,898	Total.
Public.....	5,548	-	215,585	137,605	Publiques.
Separate.....	-	-	20,166	13,293	Séparées.
Graded schools.....	374	-	-	-	Écoles multiples.
Ungraded schools.....	-	-	-	-	Écoles à classe unique.
Consolidated schools.....	16	-	2,031	1,544	Écoles centralisées.
Rural children:					No. d'enfants des fermes:
In continuation schools.....	-	-	3,841	-	Dans écoles de "continuation."
In Collegiate Institutes and H.S..	-	-	10,119	-	Dans instituts collégiaux et H.S.

B.=Boys. G.=Girls. T.=Total. G.=Garçons. F.=Filles. T.=Total.

¹These figures are already included in the tables in previous sections.

²Inclus avec les chiffres de sections 2, 3 et 4.

³Reported from 50 city and town schools—Chiffres de 50 écoles des cités et villes.

66.—Rural Schools in Canada, 1922—Con.—Écoles rurales au Canada, 1922—Fin.

	Manitoba			Saskatchewan			Alberta			Nombre. N ^o d'écoles. N ^o de classes multiples. N ^o de classe unique. N ^o d'élèves dans les classes multiples. Fréq. moyenne. N ^o de vans du gouv. N ^o d'autres voitures. N ^o avec un dentiste. N ^o avec infirmière. N ^o d'instituteurs: pour agriculture. pour trav. man. N ^o de jardins scol.
	Rural Municipal districts	Consolidations	Rural graded schools	Rural Municipal districts	Consolidations	Rural graded schools	Rural Municipal districts	Consolidations	Rural graded schools	
	Munic. rurales	Centralisations	Écoles à classes multiples rurales	Munic. rurales	Centralisations	Écoles à classes multiples rurales	Munic. rurales	Centralisations	Écoles à classes multiples rurales	
Number.....	1	106	134	—	39	—	—	50	50	
No. of schools.....	8	106	—	—	39	46	—	68	50	
No. of graded classrooms.	13	340	394	—	108	99	—	166	115	
No. of pupils.....	469	12,948	15,070	—	3,936	3,618	—	6,571	4,055	
No. of pupils in graded classrooms.	403	12,254	15,070	—	3,833	—	—	6,010	4,055	
Average attendance..	367	9,418	10,161	—	2,765	2,130	—	4,658	2,413	
No. of Gov. vans....	—	—	—	—	189	—	—	—	—	
No. of other vehicles.	32	335	—	—	49	—	—	193	—	
No. employing a dental officer.	—	—	6	—	—	—	—	—	—	
No. employing a school nurse.	—	9	55	—	—	—	—	—	—	
No. of specialists:										
Agricultural.....	—	1	11	—	—	—	—	—	—	
Manual tr. & D. Sc.	—	—	—	—	25	—	—	—	—	
No. of school gardens	—	—	225	—	5	—	—	—	—	

For discussions and historical notes on consolidation in each province, see pages 17, 20, 24, 30, 36, 44, 50 and 52. Among the devices other than consolidation for furthering education in rural communities, should be included: aid to poor sections and districts in Nova Scotia, New Brunswick and Prince Edward Island (see table 66); continuation schools and fifth classes in Ontario (see tables 2 and 55, pages 80 and 108 and also page 30 of part I); rural graded schools in the western provinces (see above table 66); rural secondary schools in Alberta (see page 50), rural municipality schools (see above, table 66 for Manitoba, and table 67 for British Columbia to which latter attention is particularly called as it shows the development of rural municipality schools in this province since their origin in 1906.) The following striking figures comparing results of consolidated schools and rural ungraded schools in Manitoba, the province which has made the greatest headway in consolidation, are based upon table 32, page 94. If a similar analysis of the figures of consolidated and other rural schools in Saskatchewan (see tables 37 and 42, pages 101 and 103), is made, similar results will be noticeable.

Pour comparaison et notes historiques sur la centralisation scolaire dans chaque province, voir pages 17, 20, 24, 30, 36, 44, 50 et 52. Au nombre des mesures, autres que la consolidation, adoptées pour l'avancement de l'enseignement dans les milieux ruraux, il faut mentionner: l'aide aux districts pauvres de la Nouvelle-Ecosse, du Nouveau-Brunswick et de l'Île du Prince-Édouard (voir tableau 66); écoles de continuation et cinquièmes classes de l'Ontario, (voir tableau 2 et 55, pp. 80 et 108) et p. 30 de partie I); écoles rurales à classes multiples dans les provinces de l'ouest (voir tableau ci-dessus); écoles rurales secondaires de l'Alberta (voir page 50); écoles des municipalités rurales (voir tableau ci-dessus 66 pour Manitoba, et tableau 67 pour Colombie Britannique sur lesquelles il convient d'appeler spécialement l'attention parce qu'elles démontrent les progrès des municipalités scolaires municipales de cette province depuis leur origine en 1906). Les chiffres ci-dessous, montrant d'une manière frappante les résultats comparés des écoles centralisées et des écoles rurales à classe unique du Manitoba, province qui a fait le plus de chemin dans la voie de la centralisation, sont basés sur le tableau 32, p. 94. Une analyse semblable des statistiques des écoles centralisées et autres de la Saskatchewan, (voir tableau 37, p. 101) donne des résultats similaires.

66A.—Manitoba Schools: Comparative figures for consolidated and rural ungraded schools, 1921
66A.—Écoles Manitoba: Chiffres comparatifs entre les écoles centralisées et écoles à classe unique, 1921

	Consolidated schools	Ungraded schools		Consolidated schools	Ungraded schools
	Écoles centralisées	Écoles à classe unique		Écoles centralisées	Écoles à classe unique
P.c. of enrolment above the age of 14 years—P.c. d'élèves inscrits au-dessus de 14 ans.....	21.7	12.2	Median Grade of boys at the age of 13 years—Degré moyen de garçons à l'âge de 13 ans.....	6.76	5.53
P.c. of enrolment of boys above the age of 14 years—P.c. de garçons inscrits au-dessus de 14 ans.....	20.1	12.6	P.c. of enrolment 7 to 13 years retarded 1 year—P.c. inscrits de 7-13 ans retardé d'un an.....	19.9	24.6
P.c. of enrolment beyond Grade VI—P.c. inscrits au-dessus degré VI.....	25.2	9.4	P.c. of enrolment retarded 2 years—P.c. inscrits retardé de deux ans.....	5.9	12.6
P.c. of enrolment of boys beyond Grade VI—P.c. de garçons inscrits au-dessus degré VI.....	21.6	8.5	P.c. of enrolment retarded 3 years or more—P.c. inscrits retardé de 3 ans ou plus.....	1.8	7.1
Median Grade at the age of 7 years—Degré moyen à l'âge de 7 ans.....	1.60	1.60	Total p.c. retarded—Total p.c. retardé	27.6	44.3
Median Grade at the age of 8 years—Degré moyen à l'âge de 8 ans.....	2.20	2.00	P.c. of enrolment 7 to 13 years accelerated 1 year—P.c. inscrits de 7 à 13 ans avancé d'un an.....	22.2	15.4
Median Grade at the age of 9 years—Degré moyen à l'âge de 9 ans.....	3.25	2.87	P.c. of enrolment 7 to 13 years accelerated 2 years—P.c. inscrits de 7 à 13 ans avancé de 2 ans.....	8.3	4.9
Median Grade at the age of 10 years—Degré moyen à l'âge de 10 ans.....	4.17	3.58	P.c. of enrolment 7 to 13 years accelerated 3 years or more—P.c. inscrits de 7 à 13 ans avancé de 3 ans ou plus.....	3.3	1.0
Median Grade at the age of 11 years—Degré moyen à l'âge de 11 ans.....	5.10	4.38	Total p.c. accelerated—Total p.c. avancé.....	33.8	21.3
Median Grade at the age of 12 years—Degré moyen à l'âge de 12 ans.....	5.98	4.98	Median age of Grade VIII—Age moyen du degré VIII.....	14.18	15.12
Median Grade at the age of 13 years—Degré moyen à l'âge de 13 ans.....	7.01	5.67	Median age of Grade IX—Age moyen du degré IX.....	14.64	15.82
Median Grade at the age of 14 years—Degré moyen à l'âge de 14 ans.....	7.91	6.12			

67.—Rural Municipality Schools in British Columbia, Statistics of, since the year of their organization, (1906)—
Écoles des Municipalités rurales de la Colombie Britannique, Statistiques depuis leur fondation en 1906

Year — Année	Number of Schools — Écoles	Number of Divisions — Classes	Enrolment			Daily Average Attendance — Freq. moyenne		Graded Schools — Écoles à classes multiples		
			B. — G.	G. — F.	Total	Actual Number — Nombre	P.c. of enrol- ment — p.c.	Number of Schools — Écoles	Number of Divisions — Classes	Number of Pupils — Elèves
1906.....										
1907.....	127	158	2,958	2,717	5,675	3,369	59.3	21	52	2,264
1908.....	131	165	3,157	2,914	6,071	3,795	62.4	22	56	2,425
1909.....	139	233	3,652	3,372	7,024	4,531	64.0	32	92	3,692
1910.....	155	233	4,090	3,771	7,861	5,196	66.1	37	113	4,402
1911.....	153	263	4,879	4,493	9,372	6,252	66.7	44	154	6,181
1912.....	155	315	5,747	5,427	11,174	7,940	71.1	49	206	8,173
1913.....	162	332	7,031	6,542	13,573	10,119	74.5	62	280	10,603
1914.....	181	452	7,812	7,342	15,154	11,994	78.8	75	343	12,126
1915.....	190	472	8,034	7,724	15,758	13,031	82.6	89	369	13,190
1916.....	191	478	7,870	7,480	15,350	12,215	79.5	90	377	12,399
1917.....	194	478	7,755	7,550	15,305	12,259	80.0	90	373	12,753
1918.....	198	502	8,201	8,081	16,282	13,013	79.9	91	394	13,880
1919.....	193	522	9,036	8,833	17,869	14,084	78.6	94	422	15,413
1920.....	182	557	10,028	9,636	19,724	15,250	77.3	96	471	17,776
1921.....	183	609	11,521	10,801	22,322	16,972	76.0	103	507	20,992
1922.....	180	678	12,641	11,730	24,371	20,906	85.8	114	597	22,252

Year — Année	Grade of Pupils — Degrés des élèves						Special Subjects Taken — Matières spéciales enseignées			
	I	II	III-IV	V-VI	VII-VIII	IX-X	Manual Training — Trav. man.		Domestic Science — Sc. ménag.	
							No. of Divisions — Classes	No. of Pupils — Elèves	No. of Divisions — Classes	No. of Pupils — Elèves
1906.....										
1907.....	1,205	1,142	876	1,025	1,427	—	—	—	9	168
1908.....	1,296	1,373	870	1,067	1,465	—	—	—	9	211
1909.....	1,425	1,513	876	1,287	1,823	—	—	—	2	76
1910.....	1,681	1,734	1,036	1,502	1,908	—	—	—	8	174
1911.....	2,090	2,144	1,196	1,749	2,193	—	—	—	1	8
1912.....	2,646	2,536	1,537	2,089	2,293	73	1	22	2	55
1913.....	2,991	3,411	2,085	2,583	2,462	41	23	1,013	5	144
1914.....	3,145	3,557	2,446	3,317	2,622	67	34	1,407	12	930
1915.....	2,907	3,639	2,594	3,683	2,892	43	56	1,744	33	1,337
1916.....	2,614	3,291	2,537	3,824	2,983	91	58	1,863	51	1,670
1917.....	2,743	2,750	2,787	3,864	3,062	99	82	2,199	68	2,286
1918.....	2,873	2,810	2,766	4,597	3,142	94	172	2,482	154	2,460
1919.....	3,525	3,068	2,982	4,889	3,348	57	178	2,668	156	2,677
1920.....	3,833	3,315	3,228	5,389	3,920	39	165	2,653	155	2,667
1921.....	3,949	4,122	3,617	6,074	4,545	11	191	3,130	186	3,245
1922.....	4,076	4,126	4,209	6,622	5,313	29	210	3,580	189	3,337

7.—VOCATIONAL AND OTHER MANUAL EDUCATION

7.—TRAVAUX MANUELS, ENSEIGNEMENT

68.—Agricultural Education in Canada, 1922—Enseignement d'agriculture au Canada, 1922

Province	Work taken with Ordinary School Grades — Dans écoles primaires	Work in Special Institutions — Dans écoles spéciales	Short courses at Universities and Colleges — Cours abrégés	Correspondence — Correspondance	Work of College Grade — Cours rég. au collège	Gardens — Jardins		School Fairs — Foire scolaires	Boys' and Girls' Clubs — Clubs des garçons et filles	Province
						Home — Individuel	School — scolaire			
P.E.I.—										I. P.-E.—
No. of Institutions or classes.	148	1	—	—	—	—	—	48	—	No. d'institutions ou classes.
No. of Instructors M.	—	1	—	—	—	—	—	—	—	H. No. d'instituteurs
	—	—	—	—	—	—	—	(Schls)	—	F.
	—	1	—	—	—	—	—	255	—	T.
No. of Pupils	11,454	29	—	—	—	—	—	4,876	—	No. d'élèves
N.S.—										N.-E.—
No. of Institutions or classes.	—	14	2	—	1	200	5,000	240	250	No. d'institutions ou classes.
No. of Instructors M.	—	8	12	—	12	10	—	—	—	H. No. d'élèves
F.	—	—	—	—	—	190	—	—	—	F.
T.	—	8	12	—	12	200	400	—	—	T.
No. of Pupils	—	—	150	—	44	—	—	—	—	H. No. d'étudiants.
M.	—	—	—	—	—	—	—	—	—	F.
F.	—	—	10	—	—	—	—	—	—	F.
T.	—	3,600	160	—	44	6,000	1,500	10,000	5,000	T.
Quebec—										Québec—
No. of Institutions or classes.	—	1	1	—	3	—	1,459	—	—	No. d'institutions ou classes.
No. of Instructors M.	—	36	33	—	74	—	—	—	—	H. No. d'instituteurs
No. of Pupils	—	347	—	—	147	—	8,305	—	—	H. No. d'élèves
M.	—	—	—	—	—	—	13,683	—	—	F.
F.	—	—	—	—	—	—	21,988	—	—	T.
T.	—	347	67	—	147	—	—	—	—	T.
Ontario—										Ontario—
No. of Institutions or classes.	2,047	3	1	—	1	20,377	—	—	—	No. d'institutions ou classes.
No. of Instructors	—	231	—	—	—	—	—	—	—	No. d'instituteurs.
No. of Pupils	72,309	2151	1,050	—	544	1,251	823	—	—	No. d'élèves
Manitoba—										Manitoba—
No. of Institutions or classes.	2	—	1	1	1	—	—	206	230	No. d'institutions ou classes.
No. of Instructors M.	—	—	31	4	30	—	—	—	—	H. No. d'instituteurs
F.	—	—	1	—	—	—	—	—	—	F.
T.	—	—	32	4	30	—	—	—	—	T.
No. of Pupils	550	—	267	61	316	—	—	—	—	H. No. d'élèves
M.	550	—	267	61	316	—	—	—	—	T.
T.	—	—	—	—	—	—	—	31,000	37,752	T.
Sask.—										Sask.—
No. of Institutions or classes.	—	—	164	160	—	1,500	1,000	206	54	No. d'institutions ou classes.
No. of Instructors M.	—	—	10	11	22	—	—	—	—	H. No. d'instituteurs
F.	—	—	—	—	1	—	—	—	—	F.
T.	—	—	10	11	23	—	—	—	—	T.
No. of Pupils	—	—	231	—	155	—	—	—	—	H. No. d'élèves
M.	—	—	4	—	—	—	—	—	—	F.
F.	—	—	235	14,778	155	2,500	10,000	30,570	2,537	T.
T.	—	—	—	—	—	—	—	—	—	T.
Alta—										Alta—
No. of Institutions or classes.	—	—	—	—	1	—	—	129	54	No. d'institutions ou classes.
No. of Instructors M.	—	—	—	—	23	—	—	8	—	H. No. d'instituteurs
F.	—	—	—	—	2	—	—	7	—	F.
T.	—	—	—	—	25	—	—	15	—	T.
No. of Pupils	—	—	—	—	89	—	—	24,000	1,030	No. d'élèves
B.C.—										C.-B.—
No. of Institutions or classes.	12	—	—	—	1	50	150	15	—	No. d'institutions ou classes.
No. of Instructors M.	9	—	—	—	—	—	—	—	—	H. No. d'instituteurs
F.	1	—	—	—	—	—	—	—	—	F.
T.	10	—	—	—	—	—	—	—	—	T.
No. of Pupils	200	—	—	—	64	—	—	—	—	H. No. d'élèves
M.	250	—	—	—	5	—	—	—	—	F.
F.	450	—	—	—	69	600	4,000	—	—	T.
T.	—	—	—	—	—	—	—	—	—	T.

¹Not including 7 instructors in Agriculture and a number of students at Normal Schools.
¹Y exclus 7 instituteurs de l'agriculture et leurs élèves aux écoles normales.

9.—Quebec Schools, Number of Instructors and pupils or students in Special Vocational Schools, 1922

69.—Ecoles de Québec, Nombre d'Instituteurs et élèves dans écoles pratiques, 1922

Institutions	Instructors	Other employees	Enrolment	Average Attendance	Certificates granted	Institutions
	Instituteurs	Autres employés		Présence moyenne	Diplômes accordés	
Technical Schools:						Ecoles techniques:
Day Classes.....	-	-	736	-	48	Cours du jour.
Night Classes.....	-	-	1,280	934	222	Cours du soir.
Special Day Classes.....	-	-	224	204	87	Cours spéciaux.
Total.....	29	54	2,240	1,138	357	Total.
Schools of Higher Commercial Studies:						Ecoles des Hautes études Commerciales:
Day Classes.....	-	-	119	112	-	Cours du jour.
Night Classes: reg.	-	-	35	25	-	Cours du soir: rég.
others.....	-	-	123	98	-	autres.
Total.....	43	-	277	235	-	Total.
Agricultural Schools:						Ecoles d'agriculture:
Regular Course.....	-	-	152	147	-	Cours réguliers.
Practical Course.....	-	-	95	70	-	Cours pratiques.
Partial Course.....	-	-	9	9	-	Cours partiels.
Winter Course.....	-	-	22	18	-	Cours d'hiver.
Short or Special.....	-	-	315	315	-	Cours abrégés.
Total.....	177	-	593	559	42	Total.
Dairy School:						Ecoles laitières:
English Course (Dec.).....	-	-	11	-	-	Cours anglais (Déc.)
French Course (Jan. Feb. and Mar.).....	-	-	328	-	-	Cours français (Jan., fév. et mars.)
Inspectors' course.....	-	-	20	-	-	Cours des inspecteurs.
Total.....	19	-	359	-	326	Total.
Domestic Science Schools.....	-	-	10,072	-	-	Ecoles ménagères.
School Gardens.....	-	-	21,988 ¹	-	-	Jardins scolaires.
Night Schools.....	199	-	6,452	3,687	-	Ecoles du soir.
Schools of Arts and Trades.....	-	-	3,319	1,548	-	Ecoles des arts et métiers.
Dress-cutting and making Schools.....	-	-	-	-	-	Ecoles de coupe et de couture.

70.—Ontario Schools: Number of Pupils or Students in Vocational Schools or taking special cultural subjects in ordinary Schools, 1922

70.—Écoles d'Ontario: Nombre d'élèves suivant les cours manuels

A. PUPILS INCLUDED WITH THE ENROLMENT IN ORDINARY DAY SCHOOLS
A. ÉLÈVES COMPRIS AVEC L'INSCRIPTION DES ÉCOLES ORDINAIRES DU JOUR

	Agriculture	Manual Training	Household Science	Commercial Subjects	
		Travaux manuel	Science ménagère	Matières commerciales	
Public Schools:					Ecoles publiques:
Rural Schools.....	48,671	15,340	8,310	576	Ecoles rurales.
City Schools.....	7,554	97,295	62,286	1,528	Ecoles des cités.
Town Schools.....	4,060	5,656	2,035	2	Ecoles des villes.
Village Schools.....	3,000	2,316	606	37	Ecoles des villages.
Total.....	63,285	120,607	73,237	2,143	Total.
R. C. Separate Schools:					Ecoles Séparées Catholiques:
Rural Schools.....	2,385	579	714	7	Ecoles rurales.
City Schools.....	3,543	256	1,309	255	Ecoles des cités.
Town Schools.....	1,288	1,828	141	41	Ecoles des villes.
Village Schools.....	199	131	30	-	Ecoles des villages.
Total.....	7,415	2,794	2,194	303	Total.
Total Schools:					Total:
Rural Schools.....	51,056	15,919	9,024	583	Ecoles rurales.
City Schools.....	11,097	97,551	63,595	1,783	Ecoles des cités.
Town Schools.....	5,348	7,484	2,176	43	Ecoles des villes.
Village Schools.....	3,199	2,447	636	37	Ecoles des villages.
Continuation Schools.....	186	43	91	32	Ecoles de continuation.
High Schools.....	1,068	140	333	745	"High Schools".
Collegiate Institutes.....	355	3,250	3,345	1,872	Instituts collégiaux.
Total.....	72,309	126,834	79,200	5,095	Total.

¹1,459 gardens—1,459 jardins.

70.—Ontario Schools: Number of Pupils or Students in Vocational Schools or taking special cultural subjects in ordinary Schools, 1922—Con.

70.—Écoles d'Ontario: Nombre d'élèves suivant les cours manuels—Fin.

B. SCHOOLS WITH CLASSES IN AGRICULTURE—ÉCOLES ENSEIGNANT L'AGRICULTURE

	Number of Schools — Nombre d'écoles	Number of home Gardens — Nombre de jardins individuels	Number of school Gardens — Nombre de jardins scolaires	
Ungraded Public Schools.....	1,672	1,084	588	Écoles publiques à classe unique.
Ungraded Rom. Catholic Separate schools	74	39	35	Écoles séparées à classe unique.
Graded Public Schools.....	250	105	145	Écoles publiques à classes multiples.
Graded Separate schools.....	51	23	28	Écoles séparées à classes multiples.

C. PUPILS OR STUDENTS NOT INCLUDED WITH ENROLMENT IN ORDINARY DAY SCHOOLS
ÉLÈVES NON COMPRIS AVEC L'INSCRIPTION DANS LES ÉCOLES ORDINAIRES DU JOUR

	M.-H.	F.	T.	
Industrial, Technical and Art schools:				Écoles techniques secondaires:
Day courses.....	3,858	3,664	7,522	Cours du jour.
Night courses.....	14,652	17,893	32,545	Cours du soir.
Total.....	18,510	21,557	40,067	Total.
Night elementary schools.....	-	-	2,533	Écoles élémentaires du soir.
Night high schools.....	-	-	1,635	Écoles secondaires du soir.
Short courses at colleges.....	-	-	2,332	Cours abrégés aux collèges.
Business colleges (private).....	-	-	12,229	Collèges commerciaux (privés).
Technical courses of college grade (agriculture, commerce, engineering, forestry, household science, art and veterinary medicine).	-	-	2,211	Cours techniques des universités et collèges.

70A.—Industrial and Commercial Education in Nova Scotia and four Western provinces, 1922

70A.—Cours industriels et commerciaux dans Nouvelle-Écosse et provinces de l'Ouest, 1922

Province	Industrial—Travaux manuels				Commercial—Commercial			
	In ordinary school grades	In special schools	Superior courses	Corresp	In ordinary school grades	In special schools	Superior Courses	Corresp
	Dans écoles primaires	Cours secondaires ou spéciaux	Cours supérieurs	Corresp	Dans écoles primaires	Cours secondaires ou spéciaux	Cours supérieurs	Corresp
N.S.—N.-E.—								
Classes.....	-	43	5	40	-	-	-	16
Instructors— M.-H.	-	-	14	15	-	-	-	6
Instituteurs..... F.	-	-	4	3	-	-	-	1
T.	-	151	18	18	-	-	-	7
Pupils—Elèves... M.-H.	-	-	51	104	-	-	-	58
F.	-	-	-	25	-	-	-	12
T.	-	3,486	181	129	-	-	-	70
Manitoba—								
Classes.....	41	4	3	-	10	2	1	-
Instructors—Instituteurs.. M.-H.	36	29	9	-	9	7	9	-
F.	17	12	12	-	6	7	-	-
T.	53	41	21	-	15	14	9	-
Pupils—Elèves... M.-H.	12,904	-	385	-	-	-	-	-
F.	811	-	150	-	-	-	5	-
T.	13,715	2,834	535	-	953	501	267	-
Saskatchewan—								
Classes.....	4	6	-	-	3	3	194	-
Instructors—Instituteurs. M.-H.	-	25	11	-	9	13	4	-
F.	6	20	2	-	5	2	-	-
T.	6	45	13	-	14	15	4	-
Pupils—Elèves.... M.-H.	-	-	54	-	-	-	33	-
F.	-	-	2	-	-	-	3	-
T.	808	662	56	-	1,042	232	36	-
Alberta—								
Classes.....	51	21	-	1	5	-	-	-
Instructors—Instituteurs. M.-H.	17	-	28	2	11	-	-	-
F.	20	-	2	-	10	-	-	-
T.	37	121	30	2	21	-	-	-
Pupils—Elèves.... M.-H.	7,412	1,830	82	282	516	-	-	-
B.C.—C.-B.—								
Classes.....	130	31	1	2	35	11	-	1
Instructors—Instituteurs. M.-H.	62	29	-	2	-	10	-	3
F.	46	14	-	1	-	34	-	-
T.	108	43	-	-	-	44	-	3
Pupils—Elèves.... M.-H.	10,470	-	-	3	-	-	-	3
F.	8,006	-	-	-	-	-	-	9
T.	28,476	4,139	414	452	-	1,025	-	12

M—Male H.—Homme F.—Female. Femme T.—Total.

71.—Vocational Schools in Canada Receiving aid under the Dominion Technical Education Act: Number of Schools, Teachers and Pupils, 1923
71.—Écoles de travaux manuels du Canada subventionnées par la loi fédérale sur l'enseignement technique: Nombre d'écoles, d'instituteurs et d'élèves, 1923

Province	No. of Municip. ¹ —No de municip. ¹			No of Teachers—No d'instituteurs				Pupils Enrolled—Elèves inscrits				Province
	Day	Evening	Total	Day	Evening	Corresp.	Total	Day	Evening	Corresp.	Total	
	Du jour	Du soir		Du jour	Du soir			Du jour	Du soir			
Prince Edward Island.....	1	1	2	8	5	—	13	70	107	—	177	Ile du Prince-Edouard.
Nova Scotia.....	1	27	28	11	177	33	221	31	3,646	434	4,111	Nouvelle-Ecosse.
New Brunswick.....	4	9	13	14	51	—	65	246	981	—	1,227	Nouveau-Brunswick.
Quebec.....	6	16	22	81	176	—	257	650	6,000	—	6,650	Québec.
Ontario.....	16	50	66	337	1,097	—	1,434	9,402	33,581	—	42,983	Ontario.
Manitoba.....	7	2	9	129	49	—	178	1,535	1,950	—	3,485	Manitoba.
Saskatchewan.....	4	4	8	19	57	—	76	1,292	1,069	—	2,361	Saskatchewan.
Alberta.....	5	18	23	68	98	4	170	1,328	2,050	392	3,770	Alberta.
British Columbia.....	10	29	39	85	173	2	260	1,688	3,696	152	5,536	Colombie-Britannique.
Total.....	54	156	210	752	1,883	39	2,674	16,242	53,080	978	70,300	Total.

¹Municipalities—municipalités.

71.—Summary of Federal and Provincial Expenditures Incurred during School Year Ending June 30, 1923
71.—Résumé des dépenses encourues par les gouvernements fédéral et provinciaux, durant l'année scolaire terminée le 30 juin, 1923

Province	Expenditures made by Provincial Governments							Federal Grant Approved	Special Grants									
	Dépenses des gouvernements provinciaux																	
	Adminis- tration	Teacher Training — Formation des instituteurs	Instruction by Corresp. — Enseigne- ment par corresp.	Grants to Local Boards														
				Subventions aux commissions locales			Total											
On Capital Account — Compte capital	On Teachers' Salaries — Traite- ments des instituteurs	Other Grants — Autres subven- tions																
\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.									
Prince Edward Island—Ile du Prince-Edouard.....	36,332	Nil	Nil	1,335	89	7,838	62	7,076	47	17,622	30	5,858	46	1,008	00			
Nova Scotia—Nouvelle-Ecosse.....	15,158	37	Nil	8,228	98	5,927	63	4,623	52	66,332	00	33,166	00	2,000	00			
New Brunswick—Nouveau-Brunswick.....	9,266	69	6,777	41	3,935	87	3,183	48	15,724	54	Nil	34,952	12	17,476	06			
Quebec—Québec.....	1,034	46	Nil	Nil	53,961	40	Nil	2,937	40	3,686	75	257,364	55	128,182	27			
Ontario.....	25,130	81	2,800	00	Nil	477,548	85	243,998	91	7,000	00	775,978	57	314,206	97			
Manitoba.....	4,469	60	62	00	Nil	1,043	87	44,666	83	Nil	50,242	30	25,121	14	Nil			
Saskatchewan.....	10,274	14	Nil	Nil	23,261	17	23,927	37	Nil	36,527	68	18,263	84	Nil	Nil			
Alberta.....	1,997	02	Nil	9,636	84	435,793	41	48,703	11	33,092	52	526,208	90	71,019	91			
British Columbia—Colombie-Britannique.....	6,181	96	1,704	41	2,317	66	9,389	39	50,271	56	Nil	69,864	79	34,932	38	Nil		
Total.....	73,876	37	11,343	82	24,119	35	990,510	09	468,461	84	55,479	26	1,835,093	21	648,227	03	218,252	44

8.—SCHOOL HYGIENE AND SPECIAL EDUCATION
8.—HYGIÈNE SCOLAIRE ET ENSEIGNEMENT SPÉCIAL

72.—Schools for the Blind and Deaf in Canada: Number of Pupils by Provinces, 1922
72.—Écoles canadiennes pour les aveugles et les sourds: Nombre d'élèves par provinces en 1922

Place of Residence of Pupils	Location of Schools—Situation des écoles										Province ou pays dont les élèves sont originaires	
	For the Deaf—Des sourds					For the Blind—D'aveugles						
	N.S. N.-E.	Que. Qué.	Ont. One.	Man. Man.	B.C. C.-B.	Total	N.S. N.-E.	Que. Qué.	Ont. Ont.	B.C. C.-B.		Total
United States.....	-	-	-	-	-	-	-	-	2	-	2	Etats-Unis.
Newfoundland.....	15	-	-	-	-	15	10	-	-	-	10	Terre-Neuve.
Prince Edward Island	6	-	-	-	-	6	2	-	-	-	2	Ile du Prince-Edouard.
Nova Scotia.....	77	-	-	-	-	77	95	-	-	-	95	Nouvelle-Ecosse.
New Brunswick.....	29	-	-	-	-	29	38	-	-	-	38	Nouveau Brunswick.
Quebec.....	-	451	-	-	-	451	-	128	6	-	134	Québec.
Ontario.....	-	-	320	-	-	320	-	-	155	-	155	Ontario.
Manitoba.....	-	-	-	82	-	82	-	-	49	-	49	Manitoba.
Saskatchewan.....	-	-	-	47	-	47	-	-	27	-	27	Saskatchewan.
Alberta.....	-	-	-	29	-	29	-	-	25	-	25	Alberta.
British Columbia.....	-	-	-	-	52	52	-	-	15	8	23	Colombie Britannique.
Total.....	127	451	320	158	52	1,108	145	128	279	8	560	.....Total.

73.—Summary of School Medical Inspection in Canada, 1922
73.—Sommaire d'inspection médicale des écoles au Canada, 1922

Province or City	Units with health officers	Schools examined	Pupils examined	Free clinics	Special classes
Province ou cité	Unités avec officiers médicaux	Écoles examinées	Élèves examinés	Cliniques	Classes spéciales
P. E. I.—I. P.-E.....	-	-	119	-	-
N. S.—N.-E.....	25	-	-	1	23
N.B.....	1,336	2,062	43,790	4	-
Montreal.....	1	240	80,610	1	-
Ont.....	-	1,121	-	-	74
Man.....	7	-	49,407	21	21
Sask.....	7	1,199	62,184	-	2
Alta.....	-	-	44,421	4	6
B.C.—C.-B.....	716	991	91,919	1	18
Total.....	2,092	5,732	423,218	32	144

74.—Schools of Manitoba, Alberta, Saskatchewan and Nova Scotia; Medical Inspection, 1922
74.—Écoles de Manitoba, Alberta, Saskatchewan et Nouvelle-Écosse; Inspection médicale, 1922

	Man.	Sask.	Alta.	N.S.—N.-E.	
No. of Centres.....	7	-	-	25	No de centres.
No. of Schools inspected.....	-	-	-	-	No d'écoles inspectées.
No. of Medical officers.....	4	1	6	2	No de médecins.
No. of Dental officers.....	12	2	5	2	No de dentistes.
No. of School nurses.....	54	20	21	21	No d'infirmières.
No. of Clinic establishments.....	21	-	4	19	No de cliniques.
No. of Psychological experts.....	1	-	3	1	No d'experts en psychose.
No. of pupils examined.....	49,407	62,184	44,421	47,372	No d'élèves examinés.
No. of pupils needing treatment.....	20,810	43,222	23,243	22,372	No d'élèves ayant besoin de traitement.
No. treated.....	6,673	13,221	17,344	-	No d'élèves recevant traitement.
Special classes for physically defectives.	-	-	1	2	Classes spéciales pour les malades.
No. of pupils.....	-	-	50	301	No d'élèves dans.
No. of pupils receiving individual training.	-	-	-	202	No d'élèves recevant une formation individuelle.
Special classes for mentally defectives.	18	1	4	1	No de classes pour les tarés.
No. of pupils.....	360	-	67	12	No d'élèves.
Special classes for retarded pupils.	3	1	-	4	Classes spéciales pour retardataires.
No. of pupils.....	134	20	-	80	No d'élèves.
Special classes for supernormals.....	-	-	1	-	Classes spéciales pour les supernormaux.
No. of pupils.....	-	-	40	-	No d'élèves.

1 There were in addition 29 pupils, whose province was not specified—Ci-inclus 29 élèves non spécifiés par province.

75.—Ontario Schools: Medical Inspection, 1921—Écoles d'Ontario: Inspection médicale, 1921

Description	Public Schools Ecoles publiques				Separate Schools Ecoles séparées				Total				Description
	Rural	City	Town	Village	Rural	City	Town	Village	Rural	City	Town	Village	
	Rurales	Cités	Villes		Rurales	Villes	Cités		Rurales	Cités	Villes		
No. of units ¹	50	24	137	154	27	23	71	16	77	47	208	170	No d'unités ¹ .
No. of schools.....	5,428	321	251	154	374	135	96	16	5,802	456	347	170	No d'écoles.
No. of pupils.....	215,585	190,082	71,652	23,917	20,166	40,957	21,157	1,697	235,751	231,039	92,809	25,614	No d'élèves.
No. of units with medical inspection.....	14	—	—	—	8	4	11	2	22	—	—	—	No d'unités avec inspection.
No. of schools with medical inspection.....	138	150	28	9	17	43	11	2	155	193	39	11	Ecoles avec inspection.
No. of units with med. and nurse insp.....	10	—	—	—	3	7	—	—	13	—	—	—	Unités avec inspection par médecin et infirmière.
No. of schools with med. and nurses insp....	23	172	10	1	3	95	2	—	26	267	12	1	Ecoles avec inspection par médecin et infirmière.
No. of units with nurse inspection only.....	10	—	—	—	3	3	18	—	13	—	—	—	Unités avec inspection par infirmière.
No. of schools with nurse inspection only....	168	133	79	9	3	5	20	—	171	138	99	9	Ecoles avec inspection par infirmière.
No. of nurses employed.....	19	219	41	8	4	29	18	—	23	248	59	8	No de infirmière.
No. of units with dental inspection.....	11	—	—	—	3	4	5	1	14	—	—	—	Unités avec inspection par dentiste.
No. of schools with dental inspection.....	143	219	25	12	6	71	5	1	149	290	30	13	Ecoles avec inspection par dentiste.

¹Counties in the case of rural schools, cities, etc., in the case of other schools.

¹Comtés dans le cas d'écoles rurales: cités, etc., dans le cas d'écoles urbaines.

75½.—Distribution of 884 Juvenile Delinquents according to Age, Sex and Grade—Distribution des 884 délinquants suivant l'âge, le sexe et le degré

Age	Elementary Grades—Degrés élémentaires								Sec. Grades — Degrés sec.	Total
	I	II	III	IV	V	VI	VII	VIII		
	7.....	17	7	—	—	—	—	—		
8.....	20	—	5	—	—	—	—	—	—	33
9.....	5	10	16	12	2	1	—	—	—	46
10.....	5	8	22	25	15	3	—	—	—	79
11.....	3	7	19	25	23	12	3	—	—	97
12.....	1	6	14	28	33	25	7	2	—	117
13.....	—	2	9	31	36	50	19	24	—	174
14.....	3	3	3	16	22	41	31	30	14	163
15.....	3	2	4	17	25	23	18	35	24	151
Total.....	45	65	92	154	156	155	78	93	46	884

75a.—Distribution of Pupils in one Private school, between the ages of 7 and 14 by age and grade, 1922¹
 75a.—Répartition des élèves dans une école privée entre les âges de 7 et 14, par âge et par degré, 1922¹

Age	Elem. Grades—Degrés élém.				Sec. Grades—Degrés sec.				Total		
	V	VI	VII	VIII	IX	X	XI	XII	Ele-Elé	Sec-Sec	Total
7.....	-	-	-	-	-	-	-	-	-	-	-
8.....	1	-	-	-	-	-	-	-	1	-	1
9.....	14	-	-	-	-	-	-	-	14	-	14
10.....	18	12	2	-	-	-	-	-	32	-	32
11.....	2	20	4	8	-	-	-	-	34	-	34
12.....	-	15	16	26	6	2	-	-	57	8	65
13.....	-	1	9	23	10	1	-	-	33	11	44
14.....	-	-	5	17	25	27	7	-	22	59	81
Total.....	35	48	36	74	41	30	7	-	193	78	271

¹See note p. 121—Voir note p. 121.

75b.—Results of Medical Inspection of Children in Canada, 1922
 75b.—Résultats de l'inspection médicale des enfants au Canada, en 1922

Pupils examined—Elèves examinés.....	219,578
No. Defectives—Défectueux.....	39,663 or—ou 13.4 p.c.
Pupils examined—Elèves examinés.....	286,283
Defects—Défauts:—	
Defective teeth—Dentition défectueuse.....	136,785 or—ou 48 p.c.
Nose, throat and glands—Affections du nez, de la gorge et des glandes.....	97,223 “ 34 “
Eyes—Affection des yeux.....	30,817 “ 18 “
Malnutrition—Alimentation défectueuse.....	14,191 “ 5 “
Skin diseases—Maladies de la peau.....	11,611 “ 4 “
Defective ears—Affections de l'oreille.....	5,235 “ 1.8 “
Heart and anemia—Anémie et affections du coeur.....	2,416 “ 0.9 “
Lungs—Affections des poumons.....	844 “ 0.4 “

75c.—Victorian Order of Nurses¹ in Canada, Statistics, 1922
 75c.—Ordre des Infirmières Victoria¹ au Canada: Statistique 1922

Province	Centres in Operation	Nurses on Duty
	Groupements actifs	Infirmières en service
P.E.I.—I.P.—E.....	-	-
N.S.—N.—E.....	9	33
N.B.—N.—B.....	5	14
Que.—Qué.....	7	73
Ont.....	30	136
Man.....	1	15
Sask.....	2	2
Alta.....	2	10
B.C.—C.—B.....	5	27
Total.....	61	310

¹For description see page 58.

²Classification of cases treated:—

No. of orthopaedic cases.....	531
No. of children fitted with glasses.....	346
No. of children operated on for tonsils and adenoids.....	975
No. of dental cases.....	8,556
No. of other cases.....	383

Other types of service by Junior Red Cross:—
 N.S.—Providing cheer for children in hospital.
 N.B.—Clothing, toys, books, etc. for sick children.
 Que.—9 children sent to Fresh Air Camps: garments made for needy children.
 Ont.—Northern Fire Relief: Japanese Relief: collections for Children's Hospitals and for local needs.
 Man. and Sask.—Making garments for needing children.
 Alta.—Working for Junior Red Cross Hospital in Calgary.
 B.C.—Making garments for needing children: Japanese Relief.

75d.—Junior Red Cross in Canada: Statistics, 1922¹
 75d.—Croix Rouge des jeunes au Canada: Statistique 1922¹

No. of Branches	Membership	Cases treated by the Crippled Children's Fund ²	Dental Cases Treated
		Cas traités par le Fonds des des enfants infirmes ²	Cas d'affections dentaires traités
No. de sections	Membres		
35	588	44	-
85	1,800	4	1,352
42	1,532	4	-
60	1,734	75	195
331	10,433	11	-
94	2,000	299	900
1,200	42,000	1,291	6,087
800	15,000	494	16
61	1,500	13	6
2,708	76,587	2,235	8,556

¹Pour commentaires, voir page 234.

²Énumération des cas traités:

Affections orthopédiques.....	531
Enfants ayant reçu des lunettes.....	346
Enfants opérés pour amygdales ou adénoïdes....	975
Cas dentaires.....	8,556
Autres cas.....	383

Autres services rendus par le Croix Rouge des Jeunes:

N.—E.—Amusements pour enfants des hôpitaux.
 N.—B.—Vêtements, jouets, livres, etc., pour enfants malades.
 Qué.—9 enfants envoyés au Fresh Air Camp: vêtements pour enfants besogneux.
 Ont.—Secours aux victimes de l'incendie du nord: secours aux Japonais: quêtes pour hôpitaux des enfants, etc.
 Man. et Sask.—Vêtements pour petits pauvres.
 Alberta.—Travaux pour le Junior Red Cross Hospital, de Calgary.
 Colombie-Britannique—Vêtements pour enfants dans le besoin: fonds de secours japonais.

75c.—Boy Scouts and Girl Guides in Canada by Provinces¹

75c.—Boy Scouts et Girl Guides au Canada, par provinces¹

Province	Girls Guides			Boy Scouts ²														
	Number by Branches, 1922			Number of Wolf Cubs, 1917-22						Number of Boy Scouts, proper 1914-22								
	Nombre par locaux, 1922			Nombre de Wolf Cubs, 1917-22						Nombre de Boy Scouts proprement dits, 1914-22								
	Guide Co's	Brownie Packs	Ranger Co's	1917	1918	1919	1920	1921	1922	1914	1915	1916	1917	1918	1919	1920	1921	1922
Compagnies de Guides	Escadrons de Brownies	Compagnies de Rangers																
P.E.I.—I.P.—E.....	—	—	—	—	—	—	—	—	—	100	109	102	120	200	150	216	216	125
N.S.—N.—E.....	24	6	2	—	48	163	166	319	330	200	831	747	1,104	819	932	1,186	1,835	2,353
N.B.—N.—B.....	13	4	—	—	—	37	84	217	581	323	858	893	664	713	803	1,013	810	950
Que.—Qué.....	40	9	—	—	—	225	300	317	716	1,423	1,872	1,891	1,658	1,670	2,391	2,508	2,634	2,540
Ont.....	200	59	9	515	427	543	924	1,565	3,640	6,979	7,213	7,146	7,101	6,782	7,419	6,258	8,251	10,202
Man.....	28	5	2	535	936	1,000	1,200	1,478	1,650	1,818	1,371	1,961	2,036	2,015	1,750	1,970	2,003	2,153
Sask.....	39	8	—	84	206	394	768	1,279	2,250	400	909	1,453	1,764	2,404	4,654	6,091	8,276	10,576
Alta.....	17	7	—	—	—	104	338	481	878	1,389	2,141	2,345	1,739	2,128	2,050	2,645	1,707	2,616
B.C.—C.—B.....	45	18	1	123	189	272	508	687	1,435	933	1,039	1,004	839	692	738	803	1,323	2,205
Total.....	406	116	14	1,257	1,806	2,738	4,288	6,343	11,480	13,565	16,343	17,542	17,025	17,423	20,887	22,690	27,055	33,720

¹For description of these movements, see page 60.

²The figures do not include Rover Scouts, Sea Scouts, Scoutmasters, Assistant Scoutmasters, Cubmaster, etc.

¹Pour commentaires, voir page 236.

²Ces chiffres n'embrassent pas les Rover Scouts, Sea Scouts, Scout-masters, assistant Scout-masters, cubmasters, etc.

Note on Section 8.—This Section is a collection of such miscellaneous data as are at present available on educational activities of the health in the interests of school children and the care of children who are not able to benefit adequately by the regular courses of study in ordinary day schools. Blanks in the tables do not necessarily mean *non-existence*, and often mean *no information*, as in the case of the second item in Table 74. In this table it is noticeable that one province has a special class for supernormals, while several provinces have special classes for subnormals. To illustrate the significance of such classes two tables are inserted, 75½ and 75a. Table 75½ shows the educational status of juvenile delinquents. Table 75a immediately follows to illustrate what may be considered a striking contrast. A large proportion of the pupils in this table would seem to be very superior mentally, judging from their standing at the different ages. These tables should be compared with Table 13 on page 92 which represents all classes of pupils. Tables 75c to 78e contain statistics of movements which play a prominent part, in education in cooperation with departments of education. The playgrounds statistics are not complete, as it was impossible to get in touch with all playgrounds centres but they serve to illustrate the trend of the movement.

Note sur l'article 8.—Cet article est une compilation de toutes les informations actuellement existantes sur tous les mouvements dirigés spécialement dans l'intérêt de la santé des écoliers ayant spécialement en vue la santé des écoliers en général et le soin de ceux qui ne peuvent prendre plein avantage des cours réguliers dans les écoles ordinaires. Les blancs dans ces tableaux ne signifient pas l'absence de telles organisations mais l'absence d'informations à leur sujet, comme dans le cas du deuxième item du tableau 74. Dans ce tableau, il est à noter qu'une province a une classe pour les plus avancés que leur âge, alors que plusieurs provinces ont des classes spéciales pour les retardataires. Deux tableaux spéciaux, 75½ et 75a donnent la signification de ces classes. Le tableau 75½ donne le degré d'instruction des jeunes délinquants. Le tableau 75a, qui vient immédiatement ensuite donne ce qui peut être considéré comme un contraste frappant, une large proportion des écoliers de ce tableau étant apparemment supérieurement doués, à en juger par leur degré d'instruction à différents âges. Ces tableaux doivent être comparés avec le tableau 13, page 92, donnant toutes les classes. Les tableaux 75 à 78 couvrent des mouvements d'un caractère éducatif en coopération avec l'Instruction Publique. Les statistiques des terrains de jeux ne sont pas complètes parce qu'il a été impossible d'obtenir des rapports de tous les centres, mais ils servent quand même à montrer les tendances du jour.

76.—Summary of Public Playgrounds Activities in Urban Centres in Canada during School Year 1921-22

76.—Sommaire des manifestations de terrains publics de jeux dans les centres urbains du Canada pendant l'année scolaire 1921-22

	Available during School Term Accessibles pendant le terme scolaire				Available during Vacation		Total individual Playgrounds		
	Summer D'été		Winter D'hiver		No. of Centres — Rappor- tés	Statis- tics — Statis- tiques	No. of Centres — Rappor- tés	Statis- tics — Statis- tiques	
	No. of Centres — Rappor- tés	Statis- tics — Statis- tiques	No. of Centres — Rappor- tés	Statis- tics — Statis- tiques					
I. Number of playgrounds open:—									I. Nombre de terrains de jeux ouverts:
(School playgrounds.....)	27	282	26	264	31	279	31	303	Terrains des écoles.
a) Other playgrounds.....	25	84	26	26	29	138	29	146	Autres terrains.
(For use of boys only.....)	26	26	21	21	29	21	29	26	Pour garçons seulement.
b) For use of girls only.....	26	22	21	21	29	18	29	22	b) Pour filles seulement.
(Mixed.....)	27	213	23	126	29	367	29	372	Mixtes
Number of these grounds also for use of adults...	26	108	24	33	27	137	27	142	Accessibles aux adultes.
Aggregate area of school playgrounds.....	21	445	16	328	22	440	22	545	Superficie totale des terrains d'écoles.
Aggregate area of other playgrounds.....	22	1,368	16	76	22	1,765	21	1,968	Superficie totale des autres terrains.
Number of swimming pools.....	26	17	3	6	11	14	11	14	Bassins de natation.
Number of skating rinks.....	2	91	22	119	1	2	21	142	Patinaires.
Number of gymnasiums.....	25	63	23	66	15	20	22	75	Gymnases.
Number of camps.....	22	9	—	—	8	12	8	12	Camps.
Number of months open during year.....	17	8	15	4	13	2	—	—	II. Mois d'ouverture pendant l'année.
Average number of hours per day open.....	13	8	10	6	9	11	—	—	Heures d'ouverture par jour.
Average number of hours per day supervised.....	16	5	11	5	11	5	—	—	Heures de surveillance par jour.
III. Average number per day using grounds:—									III. Moyenne quotidienne des habitués des terrains
Boys.....	19	27,581	18	26,148	19	4,875	19	26,933	Garçons.
Girls.....	18	27,635	19	26,451	19	4,384	19	27,381	Filles.
Adults.....	13	8,690	12	7,419	12	8,569	12	8,694	Adultes.
Total.....	22	63,906	22	74,572	22	32,290	22	98,610	Total.
IV. Number of supervisors.....	25	267	21	199	26	317	—	—	IV. Nombre de surveillants.
Teachers or school physical directors.....	22	536	21	154	21	22	21	556	Instructeurs en culture physique.
Other than teachers.....	20	17	19	25	19	51	19	86	Autres que ceux de l'école.
Number of other employees.....	22	49	22	45	9	55	9	60	Autres employés.
V. Number of hours per day on playgrounds devoted to gymnastics and organized games.....	21	5	22	6	25	5	25	6	V. Heures par jour consacrées à la gymnastique ou à des jeux organisés.
Number of hours per day on playgrounds devoted to free play.....	19	5	21	6	26	5	26	5	Nombre d'heures par jour laissées au gré d'un chacun.

VI. Site—Value of playgrounds.....	-	-	-	-	3	7,500	29	5,083,038	VI. Site—Valeur des terrains.
Replacement value of equipment.....	-	-	-	-	6	53,150	20	203,111	Valeur de remplacements de l'accommodation.
Cost of supervision during year.....	-	-	-	-	7	22,954	20	122,423	Coût de la surveillance pendant l'année.
All other current expenditure during year.....	-	-	-	-	7	35,784	6	105,246	Autres dépenses courantes pendant l'année.
Total current expenditure during year.....	-	-	-	-	6	58,638	19	1,020,322	Total des dépenses.
VII. Revenue during year—									VII. Revenus de l'année:
From school authorities.....	-	-	-	-	3	1,047	10	12,560	Autorités scolaires.
From other public sources.....	-	-	-	-	3	20,000	13	65,550	Autres corps publics.
From private contributions.....	-	-	-	-	3	400	11	3,145	Contributions privées.
From gate receipts, etc.....	-	-	-	-	4	1,851	8	4,632	Entrées, etc.
Total revenue during year.....	-	-	-	-	5	29,129	14	85,092	Revenu total.

77.—Vacation Playgrounds 1921-22—Terrains de jeux des vacances 1921-22

City or town Cité ou ville	Number of Vacation Playgrounds Nombre de terrains de jeux des vacances							Aggregate Area in Acres Superficie totale en acres			No. of Super- visors — Nombre de sur- veillants	No. of Others employed — Nombre d'autres employés
	School Grounds — Terrains des écoles	Other Grounds — Autres terrains	Total	Boys Only — Garçons seule- ment	Girls Only — Filles seule- ment	Mixed — Mixtes	For the use of Adults — Pour les adultes	School Grounds — Terrains des écoles	Other Grounds — Autres terrains	Total		
	Toronto, Ont.....	21	12	33	5	1	27	33	-	-		
Winnipeg, Man.....	26	0	26	0	0	26	Parks—P	arcs	-	-	57	6
Vancouver, B.C.....	34	1	35	0	0	35	1	190	3	193	0	0
Hamilton, Ont.....	-	5	5	-	-	-	5	-	-	-	20	2
Ottawa, Ont.....	18	11	29	0	0	29	10	-	-	-	49	2
Calgary, Alta.....	-	51	51	0	0	51	28	-	75	75	10	-
London, Ont.....	4	4	8 ¹	0	0	8	4	4	32	36	19	4
Edmonton, Alta.....	36	8	44	0	0	44	4	100	250	350	2	-
Regina, Sask.....	7	1	8	0	0	8	0	10 city bl.	13	13	0	-
Saskatoon, Sask.....	13	22 ²	35	0	0	35	22	30	400	430	1	-
Kingston, Ont.....	3	0	3	0	0	3	-	7½	-	7½	12	3
Moose Jaw, Sask.....	20	3	23	9	9	5	4	35	15	50	2	0
Stratford, Ont.....	-	-	-	-	-	-	-	-	-	-	-	0
Sarnia, Ont.....	2	-	2	-	-	-	-	-	-	-	-	0
Chatham, Ont.....	2	Not yet in	full opera	tion—Pas	encore en p	leine opé	ration.	0	-	-	0	0

¹One unspecified—Un qui n'est pas spécifié.

²17 Park sites (400 acres): 1 baseball park: 1 football park: 1 exhibition ground: 2 golf links: 1 swimming pool, etc.—17 emplacements de parc (400 acres): 1 parc de baseball: 1 parc de foot- ball: 1 parc d'exposition: 2 terrains de golf: 1 piscine de natation, etc.

City or town Cité ou ville	Number of Vacation Playgrounds Nombre de terrains de jeux des vacances							Aggregate Area in Acres Superficie totale en acres			No. of Super- visors Nombre de sur- veillants	No. of Others employed Nombre d'autres employés
	School Grounds Terrains des écoles	Other Grounds Autres terrains	Total	Boys Only Garçons seule- ment	Girls Only Filles scule- ment	Mixed Mixtes	For the use of Adults Pour les adultes	School Grounds Terrains des écoles	Other Grounds Autres terrains	Total		
	Galt, Ont.....	4	2	6	0	0	6	2	25 ³	-			25^{3}	1	0
Owen Sound, Ont.....	0	1	1 ⁴	0	0	0	-	-	-	-	-	-
Moncton, N.B.....	6	Parks—Parcs.	6	0	0	6	All parks—	-	-	-	1	0
Brockville, Ont.....	7	2	9	-	-	9	-	-	-	-	-	-
Amherst, N.S.....	-	-	-	-	-	-	-	-	-	-	-	-
Medicine Hat, Alta.....	8	3	11	0	0	11	6	18	16	44	2	0
Sudbury, Ont.....	8	1	9	0	0	9	9	31	15	46	4	0
Sydney Mines, N.S. ⁵	4	3	7	0	0	7	3	15 ¹⁰	10	25 ¹⁰	0	0
Pembroke, Ont.....	-	-	-	-	-	-	-	-	-	-	-	-
Lindsay, Ont.....	-	-	-	-	-	-	-	-	-	-	-	-
Prince Albert, Sask.....	9	5	14	0	0	14	0	74	752 ⁶	826 ⁶	-	-
Walkerville, Ont.....	4	0	4	2	2	0	0	2	0	2	2	0
Midland, Ont.....	5	2 ⁷	7	0	0	7	2	4	5	9	Park empl	oyees only
Barrie, Ont.....	7	3	10	0	0	10	3	7	16	23	Emp. du p	arc seule.
Smith's Falls, Ont.....	5	1	6	0	0	6	1	10	8	18	8	0
Portage la Prairie, Man.....	5	5	10	0	0	10	3	1 ²	3	4 ²	Police	-
Collingwood, Ont.....	10	0	10	5	5	0	-	2 ²	-	2 ²	-	-
New Waterford, N.S.....	-	-	-	-	-	-	-	-	-	-	-	-
Hawkesbury, Ont.....	2	0	2	1	0	1	2	6	0	6	4	0
Kenora, Ont.....	No. organ	ization but excellent	natural a	dvantages	-Pas d'or	ganisation, mais d'e	xcellents a	vantages				
Nelson, B.C.....	3	2	5	0	0	5	2	5	8	13	1	-
Kamloops, B.C. ⁸	2	17	3	0	0	3	1	1	7	7 ³	4	-
Dauphin, Man.....	3	1	4	0	0	4	1	7	10	17	-	-
Antigonish, N.S.....	3	1	4	1	1	0	1	2	2	4	0	0
Total.....	286	151	437	21	18	387	147	540	1,765	2,305	366	57

³Includes a 20 acre park—Comprend un parc de 20 acres.

⁴The remaining items could not be given as the organization is new. Activities are under the direction of the Y.M.C.A. A playground association has recently been founded. Plans being made for extension and full organization—Les autres item ne peuvent être donnés, l'organisation étant nouvelle. Les jeux sont sous la direction de la Y.M.C.A. Une association des terrains de jeux vient d'être fondée. Des plans sont en préparation pour une organisation complète.

⁵Excellent natural advantages by way of ocean bathing, boating, skating, etc.—Excellents avantages naturels pour bains de mer, canotage, patinage, etc.

⁶Parks—Parcs.

⁷Parks—Parcs.

⁸Excellent natural advantages—Excellents avantages naturels.

78.—General Playgrounds 1921-22—Terrains de jeux 1921-22

City or Town Cité ou ville	Value of Playgrounds Valeur des terrains de jeux		Expenditure 1921-22 Dépenses 1921-22			Revenue				
	Site Value Valeur du site	Replacement Value Valeur de remplacement	Super- vision Surveil- lance	Other Current Expenditure Autres dépenses courantes	Total Current Expenditure Total de dépenses courantes	School Authorities Autorités scolaires	Other Public Sources Autres sources publiques	Private Sources Sources privées etc.	Gate Receipts, Etc. Entrées,	Total Revenue Recettes totales
Toronto, Ont.	-	-	78,275	44,781	123,056	-	-	-	-	-
Winnipeg, Man.	-	-	20,000 ¹	9,654 ¹	29,654 ¹	-	-	-	-	-
Vancouver, B.C.	Sc. prop.	25,911	-	-	-	-	-	-	-	29,655 ¹
Hamilton, Ont.	Prop. scol.	3,000	4,035	18,000	5,835	5,835	920	-	-	5,835 ²
Ottawa, Ont.	2,560,050	-	-	-	-	-	-	-	-	-
Calgary, Alta.	253,000	4,000	24,000	36,000	60,000	-	60,000	-	-	60,000
London, Ont. ³	-	7,000	1,495	10,795	12,290	-	12,122	-	-	12,290
Edmonton, Alta.	-	40,000	4,843	16,273	21,116	-	20,000	-	168	21,682
Regina, Sask.	748,708	4,000	700	10,343	11,043	-	7,758	-	1,682	7,758
Saskatoon, Sask.	222,190	7,000	2,000	545	2,545	-	1,500	1,045	-	2,545
Kingston, Ont.	-	6,000	-	-	0	-	-	-	-	-
Moose Jaw, Sask.	-	-	-	-	-	-	-	-	-	-
Stratford, Ont.	100,000	5,000	6,000	600	6,600	6,000	600	0	0	6,600
Sarnia, Ont.	-	-	-	-	-	-	-	-	-	-
Chatham, Ont. ⁴	12,000	500	-	-	-	-	-	0	-	-
Galt, Ont.	50,000	35,000	\$90 p.w.-p.s.	-	1,317	0	1,317	0	-	1,317
Owen Sound, Ont.	-	-	-	-	-	-	-	-	-	-
Moncton, N.B.	-	-	-	-	-	25	-	-	-	-
Brockville, Ont.	55,000	-	2,000	-	-	-	-	0	-	-
Amherst, N.S.	15,000	-	-	-	-	-	-	-	-	-
Medicine Hat, Alta. ⁴	-	-	-	-	-	-	-	-	-	-
Sudbury, Ont.	175,000	900	500	1,900	2,400	50	1,900	200	100	2,250
Sydney Mines, N.S.	46,000	0	0	0	0	-	-	-	-	-
Pembroke, Ont.	7,500	0	0	0	0	-	-	-	-	-
Lindsay, Ont.	-	-	-	-	-	-	-	-	-	-
Prince Albert, Sask. ⁴	-	-	-	-	-	-	-	-	-	-
Walkerville, Ont.	74,015	-	-	-	-	-	-	-	-	-
Midland, Ont.	111,420	-	270	-	-	-	-	-	-	-
Barrie, Ont.	-	-	-	-	-	-	-	-	-	-
Smith's Falls, Ont.	80,000	5,000	1,400	1,100	2,500	650	1,500	0	350	2,500
Portage la Prairie, Man.	12,000	-	-	-	-	-	-	-	-	-
Collingwood, Ont.	500,000	800	0	100	100	0	0	0	0	0
New Waterford, N.S.	3,000	-	-	-	-	-	-	-	-	-
Hawkesbury, Ont.	-	-	-	-	-	-	-	-	-	-
Kenora, Ont.	5,500	500	0	100	100	0	0	100	0	100
Nelson, B.C.	-	-	-	-	-	-	-	-	-	-
Kamloops, B.C.	89,655	500	200	-	-	-	-	-	-	-
Dauphin, Man.	25,000	5,000	2,200	1,000	3,200	-	400	1,800	1,000	3,200
Antigonish, N.S.	0	0	0	150	150	-	-	-	-	150
	6,000	60,000	0	700	700	0	0	0	1,500	1,500
Total	5,151,038	203,111	146,423	121,246	250,322	12,560	105,550	3,145	4,632	125,092

¹Winter and vacation playgrounds only—Terrains de jeux (vacances d'hiver seulement).

²\$920 for other public sources is a government grant and included in the figures of school authorities—\$920 d'autres sources publiques: une subvention du gouvernement comprise dans la contribution des autorités scolaires.

³Vacation playgrounds only—Terrains de jeux (vacances seulement.)

⁴Summer playgrounds only—Pour l'été seulement.

9.—TEACHERS' CLASSIFICATION, SALARIES AND EXPERIENCE.

9.—PERSONNEL ENSEIGNANT, CLASSIFICATION, TRAITEMENT ET EXPÉRIENCE

30.—Nova Scotia Publicly Controlled Schools: Statistics of Teachers by Class of Certificates, Sex, Average Salaries, and Years of Teaching Experience, 1922

30.—Écoles de la Nouvelle-Ecosse sous le contrôle administratif: Instituteurs par catégories, sexe, moyenne de traitement et ancienneté, en 1922

Class and Sex	Number — Nom- bre	Average Salaries			Experience						Catégorie et sexe	
		Moyenne du traitement			Ancienneté							
		Pro- vincial aid — Alloca- tion pro vinciale	From Section — à section	Total	One year or under	Over 1 and up to 5	Over 5 up to 10	Over 10 up to 15	Over 15 up to 30	Over 30 years		
					Pre- mière année	Entre 1 et 5 ans	Entre 5 et 10 ans	Entre 10 et 15 ans	Entre 15 et 30 ans	Plus de 30 ans		
Academic—												Académique—
Male.....	39	236	1,778	2,014	—	1	3	2	23	10		Hommes.
Female.....	18	221	1,148	1,369	—	1	4	4	8	1		Femmes.
Class A—												Classe A—
Male.....	39	175	1,290	1,465	10	14	8	2	5	—		Hommes.
Female.....	174	175	735	910	34	75	48	10	6	1		Femmes.
Class B—												Classe B—
Male.....	46	140	1,045	1,185	6	13	7	7	9	4		Hommes.
Female.....	694	140	570	710	91	243	185	84	73	18		Femmes.
Class C—												Classe C—
Male.....	32	105	568	673	11	8	5	—	4	4		Hommes.
Female.....	748	105	473	578	116	280	155	65	98	34		Femmes.
Class D—												Classe D—
Male.....	63	70	490	560	—	—	—	—	—	—		Hommes.
Female.....	920	70	377	447	—	—	—	—	—	—		Femmes.
Class D, Tem- porary—												Classe D, tem- poraire—
Male.....	23	1	1	1	824	469	82	14	21	8		Hommes.
Female.....	227	—	—	—	—	—	—	—	—	—		Femmes.
Permissive—												Surnuméraires—
Male.....	21	—	—	—	—	—	—	—	—	—		Hommes.
Female.....	164	—	—	—	—	—	—	—	—	—		Femmes.
Total—												Total—
Male.....	263	130	976	1,078	—	—	—	—	—	—		Hommes.
Female.....	2,945	105	537	584	—	—	—	—	—	—		Femmes.
Grand Total... Number Normal Trained.....	3,208 1,584	106	577	622	1,092	1,104	497	188	247	80		Grand total. Sortant de l'éco- le normale.

¹Included in D. Se confond avec D.

81.—New Brunswick Publicly Controlled Schools: Statistics of Teachers by Class of Certificate, Sex, Average Salary and Experience, 1922

81.—Écoles du Nouveau-Brunswick sous le contrôle administratif: Instituteurs et institutrices, leur diplôme, la moyenne de leur traitement et la durée de leur carrière en 1922

Class of Certificate and Sex	Number—Nombre		Average Yearly Salary — Moyenne du traite- ment annuel	Experience—Carrière enseignante				Diplôme et sexe
	Term ended Dec. 31 — Semestre terminé le 31 déc.	Term ended June 30, 1921 — Semestre terminé le 30 juin 1921		Under 1 year — Moins d'un an	Over 1 and under 5	Over 5 and under 7	Over 7 years	
					Entre 1 et 5 ans	Entre 5 et 7 ans	Plus de 7 ans	
Grammar School—								Ecole de grammaire—
Male.....	15	15	2,346	—	—	—	—	Hommes.
Female.....	11	11	1,787	—	—	—	—	Femmes.
Superior School—								Ecole supérieure—
Male.....	32	29	1,328	—	—	—	—	Hommes.
Female.....	22	24	—	—	—	—	—	Femmes.
Class I—								Classe Première—
Male.....	49	53	1,596	12	28	8	44	Hommes.
Female.....	543	556	1,007	52	171	58	251	Femmes.
Class II—								Deuxième classe—
Male.....	44	52	785	6	22	4	11	Hommes.
Female.....	999	1,004	734	107	464	126	280	Femmes.
Class III—								Troisième classe—
Male.....	22	27	575	—	—	—	—	Hommes.
Female.....	391	383	574	—	—	—	—	Femmes.
Classroom Assistants—								Sous-maîtres—
Male.....	2	4	—	—	—	—	—	Hommes.
Female.....	85	88	—	—	—	—	—	Femmes.
Total—Male.....	164	180	—	—	—	—	—	Total—Hommes.
—Female.....	2,051	2,066	—	—	—	—	—	Femmes.
Total.....	2,215	2,246	—	—	—	—	—	Total.
Normal Trained.....	2,018	2,064	—	—	—	—	—	Normaliens.

82.—Quebec Primary Schools: Statistics of Teachers, by Qualifications, Sex and Average Salaries, 1921
82.—Ecoles primaires de Québec: Statistiques du personnel enseignant: brevet, sexe et moyenne de traitement en 1922

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Description	Roman Catholic Schools — Ecoles catholiques			Protestant Schools — Ecoles protestantes			Total: R. C. and P. S. — Total: Ecoles cath. et prot.			Description
	M.—H.	F.	Total	M.—H.	F.	Total	M.—H.	F.	Total	
	Total Number of Teachers.....	2,453	12,549	15,002	178	2,021	2,199	2,631	14,570		17,201	Nombre total du personnel enseignant.
Number of Teachers in religious Orders.....	1,941	5,322	7,263	10	—	10	1,951	5,322	7,273	Nombre total des congréganistes.
Number of Lay Teachers.....	512	7,227	7,739	168	2,021	2,189	680	9,248	9,928	Nombre total des laïques.
Teachers in Elementary Schools.....	239	6,967	7,206	45	1,536	1,581	284	8,503	8,787	Dans les écoles élémentaires
Teachers in Model Schools.....	814	2,526	3,340	12	138	150	826	2,664	3,490	Dans les écoles modèles
Teachers in Academies.....	1,400	3,056	4,456	121	347	468	1,521	3,403	4,924	Dans les académies
Lay Teachers in Publicly controlled Elementary Schools.....	65	3,977	6,042	42	1,528	1,570	107	7,505	7,612	Laïques dans les écoles élémentaires contrôlées.
Lay Teachers in Publicly controlled Model Schools.....	251	731	982	11	138	149	262	869	1,131	Laïques dans les écoles modèles.
Lay Teachers in Publicly controlled Academies.....	151	314	465	97	321	418	248	635	883	Laïques dans les académies contrôlées.
Lay Teachers in Independent Elementary Schools.....	2	116	118	1	8	9	3	124	127	Laïques dans les écoles indépendantes élémentaires.
Lay Teachers in Independent Model Schools..	21	43	64	—	—	—	21	43	64	Laïques dans les écoles indépendantes modèles.
Lay Teachers in Independent Academies.....	22	46	68	17	26	43	39	72	111	Laïques dans les écoles indépendantes académies.
Lay Teachers with diplomas in Publicly Controlled:—										Laïques, avec brevets d'enseignement, dans les écoles contrôlées:
Elementary Schools.....	61	5,404	5,465	38	1,218	1,256	99	6,622	6,721	Elémentaires.
Model Schools.....	240	713	953	8	118	126	248	831	1,079	Modèles.
Academies.....	141	301	442	87	311	398	228	612	840	Académies.
Independent:—										Indépendantes:
Elementary.....	—	71	71	—	3	3	—	74	74	Elémentaires.
Model Schools.....	15	27	42	—	—	—	15	27	42	Modèles.
Academies.....	7	29	36	6	8	14	13	37	50	Académies.
Lay Teachers with diplomas from Normal Schools.....	247	1,462	1,709	43	1,203	1,246	290	2,665	2,955	Laïques avec brevet des écoles normales.
Lay Teachers with diplomas from Board of Examiners.	217	5,083	5,300	96	455	551	313	5,538	5,851	Laïques avec brevet de la Commission des Examineurs.
Lay Teachers for Elementary Schools.....	47	3,895	3,942	6	582	588	53	4,477	4,530	Laïques pour écoles élémentaires.
Lay Teachers for Model Schools.....	139	2,219	2,358	28	969	997	167	3,188	3,355	Laïques pour écoles modèles.
Lay Teachers for Academies.....	278	431	709	105	107	212	383	538	921	Laïques pour académies.
Average Salary of Lay Teachers in Elementary Schools:—										Moyenne du traitement des laïques dans les écoles élémentaires:
In Towns.....	1,321	494	1,815	2,648	1,205	3,853	3,969	1,699	5,668	Des villes.
In the Country.....	795	263	1,058	2,233	570	2,803	3,028	833	3,861	Des campagnes.
In Model Schools and Academies:—										Ecoles modèles et académies:
In Towns.....	1,352	591	1,943	2,249	1,156	3,485	3,601	1,747	5,348	Des villes.
In the Country.....	831	287	1,118	1,679	770	2,449	2,510	1,057	3,567	Des campagnes.
Number Teaching:—										Carrière enseignante:
1 to 4 years.....	137	4,239	4,376	32	623	655	169	4,862	5,031	De 1 à 4 ans.
5 to 9 years.....	131	1,405	1,536	39	489	528	170	1,894	2,064	De 5 à 9 ans.
10 to 14 years.....	78	413	491	27	210	237	105	623	728	De 10 à 14 ans.
15 to 19 years.....	31	208	239	11	103	114	42	311	353	De 15 à 19 ans.
20 years and over.....	87	280	367	30	233	263	117	513	630	20 ans et plus.

83.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1921 in Elementary Schools and 1922 in Secondary Schools

83.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1921 dans les écoles primaires et 1922 dans les écoles secondaires

Description	Public Schools Ecoles publiques					Roman Catholic Separate Schools Ecoles séparées (catholiques)	
	Rural Rurales	Cities Des cités	Towns Des villes	Villages Des villages	Total	Rural Rurales	Cities Des cités
	Number Total.....	6,364	4,159	1,513	520	12,556	507	871
Male.....	700	585	155	88	1,528	17	77
Female.....	5,664	3,574	1,358	432	11,028	490	794
Number of University Graduates.....	9	121	6	2	138	4	18
Number who ever attended Model School in Ontario	1,224	1,436	368	118	3,146	235	297
Number who ever attended Normal School in Ontario	4,767	3,261	1,335	471	9,834	162	552
Number trained in Normal College or Faculty of Education	270	733	131	31	1,165	15	50
Number by Certificate—							
Class I.....	273	765	134	29	1,201	19	47
Class II.....	4,613	2,833	1,310	471	9,227	155	543
Class III.....	732	8	22	18	780	172	124
District.....	328	—	—	2	330	53	11
Kindergarten Primary.....	15	211	26	1	253	—	5
Kindergarten.....	—	184	12	—	196	—	—
Manual Training.....	—	63	2	—	65	—	—
Household Science.....	—	95	4	—	99	—	—
Temporary.....	403	—	1	1	405	93	35
Permanent Ungraded.....	—	—	—	—	—	15	106
Average Salary—Male.....	1,125	2,245	1,721	1,356	1,628	910	933
Female.....	961	1,310	1,005	940	1,079	763	707

¹Salaries of assistants only: the average salaries of principals were \$1,754 in Continuation Schools, \$2,580 in High Schools and \$3,486 in Collegiate Institutes.

84.—Ontario Publicly Controlled Schools: Teachers' Experience and Average Salary by Certificate, 1922

84.—Écoles d'Ontario sous le contrôle administratif: Durée de la carrière et personnel enseignant par moyenne de traitement, en 1922

Description	Public Schools—Ecoles publiques					Province	Description
	Rural Rurales	Cities Des cités	Towns Des villes	Villages Des villages			
Average Salary by Certificate—							Moyenne de traitement par diplôme—
Class I: Male.....	1,374	2,400	1,980	1,408	2,236		Classe I: Hommes.
Female.....	1,058	1,301	1,001	952	1,180		Femmes.
Class II: Male.....	1,170	2,011	1,667	1,352	1,436		Classe II: Hommes.
Female.....	1,002	1,322	1,005	950	1,101		Femmes.
Class III and District—							Classe III et district—
Male.....	928	—	—	—	928		Hommes.
Female.....	843	1,194	932	717	845		Femmes.
Kindergarten Primary....	1,012	1,181	1,045	1,000	1,156		Ecole maternelle (premier degré).
Kindergarten.....	—	1,246	969	—	1,229		Ecole maternelle.
Manual Training.....	—	2,136	2,000	—	2,132		Travaux manuels.
Household Science.....	—	1,450	1,212	—	1,440		Science ménagère.
Temporary: Male.....	856	—	—	—	856		Surnuméraires: Hommes.
Female.....	749	—	900	700	749		Femmes.
Experience—							Carrière—
Male: Under 1 yr.....	108	5	3	2	118		Hommes: moins de 1 an.
1 to 4 yrs.....	290	100	23	23	436		De 1 à 4 ans.
5 to 9 yrs.....	96	147	28	17	288		De 5 à 9 ans.
10 to 14 yrs.....	40	82	14	9	145		De 10 à 14 ans.
15 to 29 yrs.....	104	171	62	17	354		De 15 à 29 ans.
30 to 39 yrs.....	53	61	20	17	151		De 30 à 39 ans.
40 yrs and over.....	9	19	5	3	36		40 ans ou plus.
Female: Under 1 yr.....	1,061	68	77	32	1,238		Femmes: moins de 1 an.
1 to 4 yrs.....	2,932	770	479	180	4,361		De 1 à 4 ans.
5 to 9 yrs.....	1,089	915	352	92	2,448		De 5 à 9 ans.
10 to 14 yrs.....	292	589	158	46	1,085		De 10 à 14 ans.
15 to 29 yrs.....	253	881	211	67	1,412		De 15 à 29 ans.
30 to 39 yrs.....	32	303	65	12	412		De 30 à 39 ans.
40 yrs and over.....	5	48	16	3	72		40 ans ou plus.

83.—Ontario Publicly Controlled Schools: Teachers by Class of Certificate and Sex, for the year 1921 in Elementary Schools and 1922 in Secondary Schools

83.—Écoles d'Ontario sous le contrôle administratif: Personnel enseignant par catégorie de diplôme et sexe, en 1921 dans les écoles primaires et 1922 dans les écoles secondaires

Roman Catholic Separate Schools — Ecoles séparées (catholiques)		Total	Total Public and Separate — Ecoles publiques et séparées	Continuation Schools — Ecoles de continuation	High Schools — Hautes écoles	Collegiate Institutes — Instituts collégiaux	Description
Towns — Des villes	Villages — Des villages						
430	40	1,848	14,404	323	601	819	Nombre: Total.
19	—	113	1,641	85	652	—	Hommes.
411	40	1,735	12,763	238	768	—	Femmes.
3	1	26	164	39	1,084	—	Diplômés d'une université, nombre.
104	10	646	3,792	—	—	—	Sortant des écoles modèles d'Ontario, nombre.
145	20	929	10,763	—	—	—	Sortant des écoles normales d'Ont., nombre.
5	3	73	1,238	—	—	—	Sortant du collège normal ou faculté de pédagogie.
5	4	75	1,276	—	—	—	Nombre des détenteurs de diplôme—
190	18	906	10,133	—	—	—	De première classe.
65	5	366	1,146	—	—	—	De deuxième classe.
24	1	89	419	—	—	—	De troisième classe.
—	—	5	258	—	—	—	De district.
—	—	—	196	—	—	—	D'école maternelle (premier degré).
—	—	—	65	—	—	—	D'école maternelle.
—	—	—	99	—	—	—	De travaux manuels.
98	4	230	635	—	—	—	De science ménagère.
48	8	177	177	—	—	—	Surnuméraires.
663	—	885	—	1,433 ¹	2,153 ¹	2,624 ¹	Permanents (écoles à classe unique).
556	661	686	—	1,408 ¹	1,806 ¹	2,112 ¹	Moyenne de traitement: Hommes.
							Femmes.

¹Les traitements moyens des assistants seulement: les traitements moyens des principaux étaient \$1,754 dans les écoles intermédiaires, \$2,580 dans les "High Schools" et \$3,486 dans les instituts collégiaux.

85.—Manitoba Publicly Controlled Schools: Teachers by Sex, Qualification, Salaries and Experience, 1921 and 1922
85.—Écoles du Manitoba sous le contrôle administratif: Instituteurs par leur diplôme, la moyenne de leur traitement et la durée de leur carrière, en 1921 et 1922

Description	All Schools 1922	Schools with 3 rooms or more, 1921			Schools with less than 3 rooms, 1921			Description
	Toutes écoles, 1922	Ecoles de 3 classes ou plus, 1921			Ecoles ayant moins de 3 classes, 1921			
	MH.-F.	F.—	Total	MH.-F.	F.—	Total		
Number by Certificate:								Nombre par catégorie de diplôme:
Total	3,893	227	893	1,120	396	1,220	1,616	Total.
Graduates	—	82	92	174	16	13	29	Universitaire.
Collegiate	152	—	—	—	—	—	—	Collégial.
Class I.	492	137	125	262	12	19	31	Première classe.
II.	2,140	56	645	701	87	332	419	Deuxième classe.
III.	941	8	57	65	123	639	762	Troisième classe.
Specialist	78	—	—	—	—	—	—	Spécialiste.
Permit	246	26	66	92	174	230	404	Surnuméraire.
Unspecified	—	—	—	—	—	—	—	Non classifiés.
Salaries (based on record of 2,693 Teachers):								Traitement (2,693 instituteurs):
Number receiving less than \$900	—	3	53	56	13	58	71	Inférieur à \$900, nombre.
\$ 900 or less than \$1,000	—	1	26	27	43	247	290	Entre \$900 et \$1,000, nombre.
1,000 " 1,500	—	22	629	651	312	888	1,200	" \$1,000 et \$1,500, "
1,500 " 2,000	—	65	114	179	20	6	26	" \$1,500 et \$2,000, "
2,000 " 2,500	—	83	27	110	3	2	5	" \$2,000 et \$2,500, "
2,500 " 3,000	—	25	27	52	—	—	—	" \$2,500 et \$3,000, "
3,000 and over	—	22	1	23	2	1	3	\$3,000 et plus, nombre.
Experience (based on record of 2,541 Teachers):								Durée de la carrière de 2,541 instituteurs:
Number who have taught:								Nomb. de ceux ayant enseigné
Less than 1 year	—	—	—	—	2	4	6	Moins d'un an.
1 yr. and less than 2 yrs.	—	4	39	43	80	262	342	Entre 1 et 2 ans.
2 " 3 "	—	10	69	79	52	231	283	" 2 et 3 "
3 " 4 "	—	14	90	104	33	156	189	" 3 et 4 "
4 " 5 "	—	12	104	116	23	118	141	" 4 et 5 "
5 " 6 "	—	17	97	114	25	79	104	" 5 et 6 "
6 " 10 "	—	36	243	279	56	140	196	" 6 et 10 "
10 " 20 "	—	70	166	236	51	80	131	" 10 et 20 "
20 " 30 "	—	44	57	101	21	11	32	" 20 et 30 "
30 years and over	—	15	16	31	10	4	14	30 ans et au-dessus.

86.—Saskatchewan Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1922

86.—Ecoles de la Saskatchewan sous le contrôle administratif: Instituteurs et Institutrices, leur diplôme, et la moyenne de leur traitement, 1922

Sex and Certificate	Number of Teachers — Nombre d'instituteurs et institutrices			Average Salary — Moyenne du traitement		Sexe et diplôme
	Urban — Urbains	Rural — Ruraux	Total	Urban — Urbains	Rural — Ruraux	
	In Public and Separate Schools—						Dans les écoles publiques et séparées—
Class I: Male.....	250	165	415	1,933	1,320	1ère classe: Hommes.
Female.....	399	245	644	1,386	1,234	Femmes.
Class II: Male.....	170	468	638	1,572	1,287	2e classe: Hommes.
Female.....	1,246	1,276	2,522	1,269	1,201	Femmes.
Class III: Male.....	30	598	628	1,304	1,179	3e classe: Hommes.
Female.....	224	1,622	1,846	1,152	1,131	Femmes.
Provisional:						Diplôme provisoire:
Male.....	4	180	184	1,425	1,143	Hommes.
Female.....	10	136	146	1,264	1,076	Femmes.
Total: Male.....	454	1,411	1,865	—	—	Total: Hommes.
Female.....	1,879	3,279	5,158	—	—	Femmes.
Total.....	2,333	4,690	7,023	—	—	Total.
Collegiate Institutes and High Schools—						Dans les instituts collégiaux et "high schools"—
Male.....	105	—	105	2,532	—	Hommes.
Female.....	97	—	97	1,925	—	Femmes.
Total.....	202	—	202	2,267	—	Total.
Grand Total.....	2,535	4,690	7,225	—	—	Grand total.

87.—British Columbia Publicly Controlled Schools: Teachers by Class of Certificate, Sex and Salary, 1922

87.—Ecoles de la Colombie-Britannique placées sous le contrôle administratif: Instituteurs et Institutrices par classe de diplôme et par moyenne de traitement, 1922

Certificate	Number—Nombre			Average Salary — Moyenne des traitements		
	Male — Hommes	Female — Femmes	Total	Male — Hommes	Female — Femmes	
	Academic.....	255	227	482	2,284		1,581	Académique.
Class I.....	143	405	548	1,357	1,332	1ère classe.
Class II.....	105	1,112	1,217	1,426	1,200	2ème classe.
Class III.....	35	339	374	1,181	1,098	3ème classe.
Temporary.....	74	128	202	1,141	1,081	Temporaire.
Special.....	88	83	171	2,090	1,502	Spécial.
Total.....	700	2,294	2,994	1,765	1,250	Total.

Salary Groups	High Schools	City Schools	Rural Municipality Schools	Rural and Assisted Schools	Total	Traitements
	"High School"	Ecoles de cités	Ecoles de municipalités rurales	Ecoles rurales et subventionnées		
Number receiving under \$1,000....	—	50	118	232	400	Moins de \$1,000.
Over \$1,000 and under \$1,500.....	18	689	432	551	1,690	Plus de \$1,000 et moins de \$1,500.
Over \$1,500 and under \$2,000.....	92	283	104	31	515	Plus de \$1,500 et moins de \$2,000.
Over \$2,000 and under \$2,500.....	83	68	25	4	180	Plus de \$2,000 et moins de \$2,500.
Over \$2,500 and under \$3,000.....	69	26	17	—	112	Plus de \$2,500 et moins de \$3,000.
Over \$3,000 and under \$3,500.....	28	22	7	2	59	Plus de \$3,000 et moins de \$3,500.
Over \$3,500.....	10	4	—	—	14	Plus de \$3,500.
Not given.....	689	2	16	5	23	Ne sont pas indiqués

88.—Alberta Publicly controlled Schools: Teachers by Class of Certificate, Sex and Average Salary during Second Term ended June 30, 1922
 88.—Ecoles de l'Alberta sous le contrôle administratif: Instituteurs et institutrices, leur diplôme et la moyenne de leur traitement durant le semestre terminé le 30 juin 1922

Description	Cl. I		Cl. II		Cl. III		Perm.—Surnum.		Pend.—Interim.		Spec.		Description
	M.—H.	F.—F.	M.—H.	F.—F.	M.—H.	F.—F.	M.—H.	F.—F.	M.—H.	F.—F.	M.—H.	F.—F.	
Rural Schools:													Ecoles rurales:
Number.....	172	365	423	1,554	109	398	211	251	20	59	7	17	Nombre.....
Highest Salary.....	2,700	1,600	2,060	1,620	1,500	1,440	1,400	1,380	1,380	2,000	1,700	1,800	Maximum du traitement.
Lowest Salary.....	950	840	840	840	840	840	840	840	840	840	1,100	1,000	Minimum du traitement.
Average Salary.....	1,229	1,138	1,185	1,128	1,154	1,122	1,066	1,050	1,060	1,060	1,277	1,211	Moyenne du traitement.
Roman Catholic Separate Schools—No...	3	50	9	94	—	4	—	—	—	—	—	—	Ecoles catholiques séparées: nombre
Highest Salary.....	2,150	1,600	2,100	1,800	—	1,350	—	—	—	—	—	1,600	Maximum du traitement.
Lowest Salary.....	1,200	600	700	600	—	840	—	—	—	—	—	1,600	Minimum du traitement.
Average Salary.....	1,717	1,131	1,283	1,102	—	1,022	—	—	—	—	—	1,600	Moyenne du traitement.
Town Schools:													Ecoles urbaines:
Number.....	176	339	61	727	3	19	—	2	5	5	51	47	Nombre.....
Highest Salary.....	3,500	2,900	2,800	2,140	3,200	1,500	—	840	2,150	1,900	3,050	2,600	Maximum du traitement.
Lowest Salary.....	1,100	780	1,100	840	1,100	1,000	—	840	1,260	1,100	900	750	Minimum du traitement.
Average Salary.....	2,232	1,477	1,782	1,322	1,867	1,263	—	840	1,762	1,390	2,231	1,735	Moyenne du traitement.
Village Schools:													
Number.....	50	52	39	165	7	21	—	3	1	—	8	3	Nombre.
Highest Salary.....	2,550	1,700	2,000	1,920	1,800	1,400	—	700	1,320	—	2,400	1,800	Maximum du traitement.
Lowest Salary.....	1,000	800	1,000	950	1,200	650	—	650	1,320	—	1,400	840	Minimum du traitement.
Average Salary.....	1,638	1,244	1,489	1,213	1,323	1,146	—	667	1,320	—	1,738	1,297	Moyenne du traitement.
Consolidated Schools:													Ecoles centralisées:
Number.....	42	41	22	110	4	27	1	3	1	—	3	2	Nombre.
Highest Salary.....	2,280	1,700	2,000	1,680	1,600	1,600	1,000	1,200	1,200	—	2,200	1,700	Maximum du traitement.
Lowest Salary.....	1,300	1,000	1,200	1,000	1,440	1,000	1,000	1,200	1,200	—	1,750	1,100	Minimum du traitement.
Average Salary.....	1,690	1,281	1,539	1,230	1,510	1,200	1,000	1,200	1,200	—	1,983	1,400	Moyenne du traitement.
All Schools:													Toutes écoles:
Number.....	443	847	554	2,650	123	469	212	259	27	64	69	70	Nombre.
Highest Salary.....	3,500	2,900	2,800	2,140	3,200	1,600	1,400	1,380	1,380	2,000	3,050	2,600	Maximum du traitement.
Lowest Salary.....	950	600	700	600	840	650	840	650	840	840	900	750	Minimum du traitement.
Average Salary.....	1,720	1,287	1,288	1,190	1,192	1,133	1,066	1,046	1,205	1,086	2,066	1,578	Moyenne du traitement.

89.—Prince Edward Island Publicly Controlled Schools: Teachers by Class of Certificate, Sex, and Average Salary, 1922
 89.—Ecoles de l'île du Prince-Edouard sous le contrôle administratif: Instituteurs par catégories, sexe et moyenne de traitement en 1922

	Primary Schools Ecoles primaires			Graded Schools Ecoles à classes multiples			Total			Average Salary Moyenne du traitement			
	M.—H.	F.—F.	Total	M.—H.	F.—F.	Total	M.—H.	F.—F.	Total	M.—H.	F.—F.	M.—H. & F.	
	Class I.....	13	35	48	20	45	65	33	80	113	844	659		713	Classe I.
Class II.....	52	216	268	13	87	100	65	303	368	565	508	516	Classe II.
Class III.....	18	80	98	6	26	32	24	106	130	464	407	418	Classe III.
Total.....	83	331	414	39	158	197	122	489	611	621	511	533	Total.

10.—TEACHERS IN TRAINING
10.—FORMATION D'INSTITUTEURS

90.—Teacher Training Institutions in Canada, 1921-22—Institutions pour la formation des instituteurs, Canada, 1921-22

Names and Location	Teaching Staff Personnel enseignant			Students in Teachers Training Courses Elèves dans les cours pour instituteurs											Accommodation for Observation and Practice Teaching Ecoles annexées			Volum- es in Lib- rary — Volum- es dans la bi- bliothèque	Nom et siège			
	Regular — Régulier	In- spec- tors and others — Ins- pec- teurs et autres	Total during year — Nombre inscrit	Number training for the following Classes of Certificates — Nombre de candidats pour chaque classe de diplôme											Regular Model Schools — Ecoles modèles annexées		Other Schools used — Autres écoles					
				I	II	III	III Limi- ted or Dis- trict — III Limi- té ou dis- trict	Kindergarten	Ecoles maternelles	Primary — Primaires	Other speci- alists — Autres spécia- listes		No. of Tea- chers in charge — Insti- tuteurs	No. of Gra- des — Nom- bre de clas- ses	No. of Tea- chers — Insti- tuteurs							
											M.	F.										
Prince Edward Island, 1922— Prince of Wales College, Charlottetown.	9	3	12	-	-	-	341 ¹	-	-	-	-	-	-	-	-	-	6	6	-	-	Ile du Prince-Edouard, 1922— Prince of Wales College, Charlottetown.	
Nova Scotia, 1922— Normal College, Truro..... ² Inspectorial Teacher-Train- ing Institutes.	6	2	8	6	63	293	356	68	24	125	111	17	-	4	-	4	3	20	8	-	4,000	Nouvelle-Ecosse, 1922— Normal College, Truro. ² Inspectorial Teacher Train- ing Institutes.
Total, N.S.....	6	2	8	18	63	293	1,094	68	24	125	111	17	-	4	-	4	3	20	8	-	4,000	Total, N.E.
New Brunswick, 1922— Provincial Normal School, Fredericton.	9	3	12	-	-	-	358	-	-	-	-	-	-	-	-	-	-	4	7	-	-	Nouveau-Brunswick, 1922— Ecole normale provinciale, Fredericton.

¹ This is the total enrolment of the Prince of Wales College during the year 1921-1922. The first year students are all required to take professional training with Academic training, the number of these was approximately 245.

² Course of 4 weeks given in July and August by Inspectors. It may be mentioned that in Halifax county, a training class with 65 students was taught by 8 teachers in addition to the inspector. The subjects included English, Latin, Science, Music, Art and Elocution. Among the teachers was one of the university professors. Of this 738 students given above 46 had a grade XII certificate: 221 grade XI: 255 grade X: and 216 grade IX.

¹ C'est le total des inscriptions au Prince of Wales College au cours de 1921-22. Les étudiants de première année doivent suivre un cours professionnel en même temps que le cours académique. leur nombre était approximativement de 245.

² Cours de 4 semaines donné par les inspecteurs en juillet et août. Outre cela il y a eu dans le comté d'Halifax un classe de 65 élèves avec 8 professeurs en sus de l'inspecteur. Les matières enseignées étaient l'anglais, le latin, les sciences, la musique, les arts et l'élocution. Il y avait un professeur de l'université parmi les instituteurs. Des 738 étudiants énumérés plus haut, 4 avaient un certificat du degré XII: 221 du degré XI: 255 du degré X et 216 du degré IX.

	Quebec, 1922—						Ontario, 1922—						Quebec, 1922—														
	Normal Schools—						College of Education—						Ecoles normales—														
Quebec, 1922—																											
Normal Schools—																											
Jacques Cartier.....	10	14	24	5	109	114	223	-	-	-	-	-	-	-	-	-	-	48	75	76	24	-	-	8	-	35,080	
MacDonald.....	7	4	11	-	3	173	176	-	-	-	-	-	-	-	-	-	-	-	-	118	56	-	-	8	-	15,000	
Laval.....	10	3	13	17	60	65	125	-	-	-	-	-	-	-	-	-	-	26	56	43	-	-	-	6	-	8,840	
Rimouski.....	-	12	12	-	-	61	61	-	-	-	-	-	-	-	-	-	-	4	18	39	-	-	-	6	-	1,500	
Chicoutimi.....	-	12	12	-	-	107	107	-	-	-	-	-	-	-	-	-	-	4	43	60	-	-	-	6	-	1,250	
Nicolet.....	-	10	10	5	-	100	100	-	-	-	-	-	-	-	-	-	-	17	49	34	-	-	-	4	-	1,875	
Three-Rivers.....	-	8	8	4	-	91	91	-	-	-	-	-	-	-	-	-	-	10	39	42	-	-	-	6	-	1,000	
Valleyfield.....	-	9	9	8	-	90	90	-	-	-	-	-	-	-	-	-	-	25	26	39	-	-	-	4	-	1,300	
Hull.....	-	7	7	3	-	61	61	-	-	-	-	-	-	-	-	-	-	10	21	30	-	-	-	6	-	770	
Joliette.....	-	8	8	-	-	71	71	-	-	-	-	-	-	-	-	-	-	6	19	36	10	-	-	4	-	1,772	
St. Hyacinthe.....	-	20	20	1	-	138	138	-	-	-	-	-	-	-	-	-	-	23	58	57	-	-	-	5	-	2,030	
St. Pascal.....	-	24	24	2	-	146	146	-	-	-	-	-	-	-	-	-	-	11	31	46	58	-	-	6	-	1,260	
Total, Que.....	27	131	158	45	172	1,217	1,339	-	-	-	-	-	-	-	-	-	-	184	553	558	94	-	-	69	-	71,079	
Ontario, 1922—																											
College of Education.....	-	-	-	-	213	140	353	Peda- gogy 128	High school assist. and special- ists 293	Cl. I	Cl. II	C. III	Cl. III Lim. or Distr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Normal Schools—																											
Hamilton.....	10	2	12	-	23	206	229	-	-	-	-	-	-	-	-	-	-	51	178	-	-	-	-	-	-	43	
London.....	10	3	13	-	43	241	284	-	-	-	-	-	-	-	-	-	-	96	183	-	-	-	-	-	-	44	
North Bay.....	7	2	9	-	36	194	230	-	-	-	-	-	-	-	-	-	-	-	230	-	-	-	-	-	-	42	
Ottawa.....	10	4	14	-	47	223	270	-	-	-	-	-	-	-	-	-	-	36	234	-	-	-	-	18	18	43	
Peterborough.....	7	4	11	-	26	176	202	-	-	-	-	-	-	-	-	-	-	-	202	-	-	-	-	-	-	43	
Stratford.....	7	4	11	-	34	186	220	-	-	-	-	-	-	-	-	-	-	-	220	-	-	-	-	-	-	43	
Toronto.....	11	10	21	-	64	316	380	-	-	-	-	-	-	-	-	-	-	117	223	-	-	-	-	40	-	25	
Autumn Model Schools—																											
Cornwall.....	-	-	-	-	-	18	20	-	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	
Kingston.....	-	-	-	-	-	21	32	-	-	-	-	-	-	-	-	-	-	-	-	32	-	-	-	-	-	-	
Orillia.....	-	-	-	-	4	7	20	-	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	
Renfrew.....	-	-	-	-	1	14	20	-	-	-	-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	
Summer Model Schools—																											
Bracebridge.....	-	-	-	-	21	125	147	-	-	-	-	-	-	-	-	-	-	-	-	147	-	-	-	-	-	-	
Gore Bay.....	-	-	-	-	11	61	72	-	-	-	-	-	-	-	-	-	-	-	-	72	-	-	-	-	-	-	
Madoc.....	-	-	-	-	8	52	60	-	-	-	-	-	-	-	-	-	-	-	-	60	-	-	-	-	-	-	
Ottawa.....	-	-	-	-	1	39	40	-	-	-	-	-	-	-	-	-	-	-	-	40	-	-	-	-	-	-	
Port Arthur.....	-	-	-	-	4	35	40	-	-	-	-	-	-	-	-	-	-	-	-	40	-	-	-	-	-	-	
Sharbot Lake.....	-	-	-	-	4	87	96	-	-	-	-	-	-	-	-	-	-	-	-	96	-	-	-	-	-	-	
Sturgeon Falls.....	-	-	-	-	3	53	56	-	-	-	-	-	-	-	-	-	-	-	-	56	-	-	-	-	-	-	
Vankleek Hill.....	-	-	-	-	-	13	13	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	-	-	-	-	
Total, Ont.....	-	-	-	-	543	2,207	2,684	128	293	331	1475	616	-	40	179	-	-	-	-	-	-	-	-	-	-	-	

3 These totals include extra-mural students; the numbers by sex include only intra-mural students.
 4 Schools affiliated for the teaching of agriculture.
 5 Ces totaux comprennent les étudiants externes; les chiffres par sexe ne comprennent que les étudiants internes.
 6 Ecoles affiliées pour l'enseignement de l'agriculture.

Names and Location	Teaching Staff Personnel enseignant			Students in Teachers Training Courses Elèves dans les cours pour instituteurs													Accommodation for Observation and Practice Teaching Ecoles annexées			Volum- es in Library — Volum- es dans la bi- bliothè- que	Nom et siège
	Regular — Régulier	In- spec- tors and others — In- spec- teurs et autres	Total during year — Nombre inscrit	Number training for the following Classes of Certificates Nombre de candidats pour chaque classe de diplôme										No. of Teachers in charge — Insti- tuteurs	No. of Gra- des — Nom- bre de clas- ses	No. of Tea- chers — Insti- tuteurs					
				I	II	III	III Limi- ted or Dis- trict — III Limi- té ou dis- trict	Kindergarten — Ecoles maternelles	Primary — Primaires	Other speci- alists — Autres spécia- listes											
										M.	F.										
M.	F.	T.	M.	F.	T.							M.	F.								
Manitoba, 1922—																					
Normal Schools—																					
Winnipeg.....	5	4	9	-	45	356	401	-	-	70	276	55	-	-	-	-	-	1	8	84	3,500
Brandon.....	3	2	5	-	33	181	214	-	-	-	92	122	-	-	-	-	-	-	-	32	1,662
Portage LaPrairie.....	1	-	1	-	5	46	51	-	-	-	51	-	-	-	-	-	-	-	-	12	300
Dauphin.....	1	-	1	-	15	37	52	-	-	-	52	-	-	-	-	-	-	-	-	22	300
Manitou.....	1	-	1	-	22	50	72	-	-	-	72	-	-	-	-	-	-	-	-	6	639
Total, Man.	11	6	17	-	120	670	790	-	-	70	368	352	-	-	-	-	-	1	8	156	6,401
Saskatchewan, 1922—																					
Normal Schools—																					
Regina ⁵	4	4	8	21	178	423	601	-	-	79	156	295	71	-	-	-	-	8	8	200	1,800
Saskatoon.....	5	4	9	8	175	376	551	-	-	102	141	196	112	-	-	-	-	-	-	132	3,500
Moose Jaw.....	-	-	-	3	19	46	65	-	-	-	-	-	65	-	-	-	-	-	-	140	89
Yorkton.....	-	-	-	2	26	36	62	-	-	-	-	-	62	-	-	-	-	-	-	25	137
Moosomin.....	-	-	-	2	17	35	52	-	-	-	-	-	52	-	-	-	-	-	-	14	171
Estevan.....	-	-	-	2	4	37	41	-	-	-	-	-	41	-	-	-	-	-	-	14	156
Prince Albert.....	-	-	-	2	18	32	50	-	-	-	-	-	50	-	-	-	-	-	-	26	200
Weyburn.....	-	-	-	2	15	25	40	-	-	-	-	-	40	-	-	-	-	-	-	16	125
Total, Sask.	9	8	17	42	452	1,010	1,462	-	-	181	297	491	493	-	-	-	-	8	8	567	6,178
Alberta, 1922—																					
Normal Schools—																					
Calgary ⁶	5	3	8	-	46	128	174	Aca- demic	-	66	108	-	-	-	-	-	-	8	8	54	4,020
Camrose.....	4	3	7	-	37	126	163	-	-	30	133	-	-	-	-	-	-	11	8	4	4,032
Edmonton.....	4	3	7	-	56	101	157	34	-	33	90	-	-	-	-	-	-	-	-	-	-
(a) Special, 1st Term.....	-	-	-	-	69	153	222	-	-	7	14	-	-	-	-	-	-	12	9	-	1,391
(b) Special, 2nd Term.....	-	-	-	-	10	34	44	-	-	11	33	-	-	-	-	-	-	-	-	-	-
Total, Alta.	13	9	22	-	218	542	760	34	-	147	378	-	-	-	-	-	-	31	25	8	9,443
British Columbia, 1922—																					
Normal Schools—																					
Victoria.....	4	2	6	1	68	201	269	-	-	60	209	-	-	-	-	-	-	26	7	-	2,400
Vancouver.....	6	2	8	-	87	329	416	-	-	136	280	-	-	-	-	-	-	36	7	-	2,700
Total, B.C.	10	4	14	1	155	530	685	-	-	196	489	-	-	-	-	-	-	62	14	-	5,100

⁵ In addition to the schools for observation purposes enumerated are four ungraded schools in connection with Regina Normal School and 3 ungraded schools in connection with Calgary Normal School.

⁶ En outre des écoles annexées déjà énumérées, il y a quatre écoles à classe unique en rapport avec l'école normale de Régina et 3 écoles à classes multiples en rapport avec l'école normale de Calgary.

91.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1902-1922

91.—Écoles sous le contrôle administratif au Canada: Nombre d'élèves instituteurs et d'élèves institutrices dans les écoles normales et les collèges par provinces, 1902-1922

Year—Année	P.E.I.—I.P.—E.	N.S.—N.—E.	N.B.—N.—B.	Que.—Qué.	Ont.	Man.	Sask.	Alta.	B.C.—C.—B.	Total
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
1908.....	-	161	334	526	1,788	410	229	140	-	3,588
1909.....	-	215	343	715	1,410	448	411	182	-	3,724
1910.....	-	260	358	787	1,510	503	447	218	-	4,083
1911.....	-	268	370	840	1,474	628	241	248	-	4,069
1912.....	-	293	376	836	1,513	-	580	278	-	3,876
1913.....	-	302	358	1,088	1,436	529	643	292	-	4,648
1914.....	-	318	357	1,270	1,563	581	886	364	-	5,339
1915.....	-	355	351	1,312	1,425	672	1,222	601	-	5,938
1916.....	-	388	372	1,357	1,819	737	911	438	-	6,022
1917.....	-	263	372	1,361	1,438	599	1,081	358	335	5,807
1918.....	-	260	287	1,339	1,676	513	621	488	365	5,549
1919.....	-	255	263	1,223	1,659	554	1,058	598	425	6,035
1920.....	220	228	263	1,502	1,959	593	723	694	404	6,586
1921.....	241	241	216	1,376	2,221	642	890	892	377	7,105
1922.....	341	356	358	1,389	2,684	790	1,462	760	685	-

11.—COST OF SUPPORT OF PUBLICLY CONTROLLED SCHOOLS
11.—COÛT DE L'INSTRUCTION PUBLIQUE

92.—Nova Scotia Schools: Summary of School Section Finances, 1921-22
92.—Écoles de la Nouvelle-Ecosse: Bilan des finances scolaires, 1921-22

Receipts	Urban Schools Ecoles urbaines	Village Schools Ecoles de village	Rural Schools Ecoles rurales	All Schools in Province Toutes les écoles	Recettes
Balance, 1 August, 1921.....	\$ 11,654	\$ 32,517	\$ 66,225	\$ 110,396	Solde, 1er août 1921.
Sectional Rates.....	1,257,703	266,643	426,718	1,951,064	Taxe de section.
Poll Tax.....	5,341	17,648	39,209	62,198	Taxe de capitation.
Municipal Fund.....	164,108	77,630	208,118	449,854	Fonds municipal.
Special Govt. Grants.....	62,149	762	5,541	68,452	Otrois spéciaux du gouvern.
Fees and Fines.....	2,962	1,981	2,229	7,172	Contributions et amendes.
Proceeds Debentures.....	338,228	60,731	3,959	402,918	Vente d'obligations.
Proceeds Prom. Notes.....	35,914	17,309	16,424	69,647	Billets escomptés.
Donations, etc.....	17,640	6,231	10,324	34,195	Dons, etc.
Total Receipts.....	\$1,895,697	\$ 481,452	\$ 778,747	\$3,155,896	Recettes totales.
EXPENDITURE					DÉBOURSÉS
Teachers' Salaries.....	\$ 960,382	\$ 255,161	\$ 525,188	\$1,740,731	Traitement des instituteurs.
Officials' Salaries.....	30,627	12,832	17,710	61,169	Traitement des fonctionnaires.
Janitors and Caretakers.....	92,627	20,314	24,792	137,733	Concierges et gardiens.
Fuel.....	92,332	27,475	45,421	165,228	Combustible.
Repairs.....	40,279	17,292	36,074	93,645	Réparations.
Libraries and Apparatus.....	28,281	5,919	6,482	40,682	Bibliothèques et mobilier.
Insurance.....	18,338	3,897	2,780	25,015	Assurances.
Transportation (Consolid.).....	365	789	907	2,061	Transport (centralisation).
School Sites and Buildings, etc.....	798,759	63,180	23,455	885,394	Terrains et édifices.
Principal of Debentures.....	32,403	32,918	19,763	85,084	Obligations.
Interest on Debentures.....	89,680	7,622	4,314	101,616	Intérêt sur obligations.
Exceptional Expense.....	58,683	12,964	13,623	85,270	Dépenses exceptionnelles.
Total Expenditure.....	\$2,242,756	\$ 460,363	\$ 720,509	\$3,423,628	Total des déboursés.
ASSETS					ACTIF
Cash on Hand.....	\$ 49,723	\$ 36,633	\$ 75,602	\$ 161,958	Espèces en caisse.
Value of Real Estate.....	5,543,448	712,646	1,170,203	6,426,297	Valeur des immeubles.
Value of all Equipment.....	255,527	69,688	136,601	461,816	Valeur du mobilier.
Arrears of Taxes.....	14,214	46,342	49,760	110,316	Arrrages de taxes.
Other Assets.....	95,329	8,163	4,416	107,908	Autre actif.
Total Assets.....	\$5,958,241	\$ 873,472	\$1,436,582	\$8,268,295	Total de l'actif.
LIABILITIES					PASSIF
Arrears of Salaries.....	\$ -	\$ 9,520	\$ 19,439	\$ 28,959	Arrrages de salaires.
Prin. of Notes Unpaid.....	983,582	120,118	31,420	1,135,120	Billets payables.
Interest on Notes Unpaid.....	151	9,125	1,559	10,835	Intérêt sur billets.
Other Liabilities.....	851,405	11,865	16,380	879,650	Autre passif.
Total Liabilities.....	\$1,835,138	\$ 150,628	\$ 68,798	\$2,054,564	Total du passif.

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

93.—Budgets de l'instruction publique au Canada, par provinces

Year—Année	P.E.I.—I.P.-E.			N.S.—N.-E.			Total
	Gov. Grants	Local Assessment	Total	Gov. Grants	Municipal Funds	Local Assessment	
	Subv. du gouvernement	Taxes locales		Subv. du gouvernement	Fonds municipal	Taxes locales	
\$	\$	\$	\$	\$	\$	\$	
1911.....	126,438	54,738	181,176	378,726	146,821	804,125	1,329,674
1912.....	179,956	81,635	261,641	374,810	147,170	859,284	1,331,264
1913.....	150,732	56,874	207,606	385,734	156,864	944,992	1,487,590
1914.....	156,503	61,490	217,993	383,671	164,980	1,002,967	1,556,618
1915.....	163,413	91,253	259,671	407,213	163,009	1,066,892	1,642,114
1916.....	173,962	70,610	244,572	414,738	163,114	1,037,302	1,620,154
1917.....	178,607	72,623	251,230	432,284	163,535	1,157,907	1,752,726
1918.....	173,579	94,963	268,547	427,484	163,994	1,280,965	1,872,444
1919.....	187,488	93,472	285,960	432,496	204,519	1,460,578	2,097,593
1920.....	211,618	131,030	342,648	485,787	224,025	1,978,242	2,634,763
1921.....	244,347	152,431	396,778	576,591	495,242	2,370,712	3,442,546
1922.....	271,103	157,766	428,869	616,389	502,804	2,527,377	3,646,570

Year—Année	N.B.—N.-B.				Que.—Qué.		Total
	Gov. Grants	Municipal Funds	Local Assessment	Total	Gov. Grants	Assessment and Other sources	
	Subv. du gouvernement	Fonds municipal	Taxes locales		Subv. du gouvernement	Taxes et autres sources	
\$	\$	\$	\$	\$	\$	\$	
1911.....	196,082	90,193	593,073	879,348	1,065,429	5,729,104	6,794,533
1912.....	196,958	93,783	632,384	923,125	1,204,529	6,212,440	7,416,969
1913.....	196,320	97,404	648,479	942,203	1,529,006	7,696,765	9,225,771
1914.....	195,261	96,946	704,476	996,683	1,724,110	7,172,879	8,896,989
1915.....	200,635	97,423	761,753	1,059,811	1,782,417	9,681,206	11,463,623
1916.....	206,486	96,141	844,256	1,146,883	1,882,838	10,533,769	12,416,607
1917.....	204,754	97,284	843,357	1,145,395	2,068,766	11,887,454	13,956,220
1918.....	286,949	97,230	930,567	1,314,746	2,077,569	12,405,301	14,482,870
1919.....	277,996	99,097	1,153,163	1,530,256	2,145,976	14,698,708	16,844,634
1920.....	290,028	103,629	1,364,915	1,758,572	2,334,108	16,867,297	19,201,405
1921.....	352,693	146,003	1,779,926	2,278,622	2,351,471	19,771,508	22,122,979
1922.....	381,075	195,948	2,080,023	2,657,046	-	-	-

ONTARIO—Receipts—ONTARIO—Recettes

Year—Année	Elementary Schools—Ecoles élémentaires				Secondary Schools—Ecoles secondaires		Grand Total
	Gov. Grants	Local Assessments	Clergy Reserve Fund and Other Sources	Total	Gov. Grants	Total	
	Subv. du gouvernement	Taxes locales	Fonds de réserve du clergé et autres sources		Subv. du gouvernement	Total	
\$	\$	\$	\$	\$	\$	\$	
1911.....	892,377	7,826,083	3,778,183	12,496,643	254,879	2,180,026	14,676,669
1912.....	842,273	9,478,887	3,936,887	14,258,052	274,037	2,709,389	16,967,441
1913.....	778,150	9,856,380	4,025,284	14,659,814	315,573	3,686,267	18,146,081
1914.....	760,845	12,608,865	4,069,565	17,439,275	330,766	4,857,434	22,296,712
1915.....	849,872	11,810,023	4,089,210	16,749,105	254,903	3,352,731	20,101,836
1916.....	831,988	11,010,356	4,237,738	16,080,082	249,998	3,380,927	19,461,009
1917.....	907,846	12,193,439	4,168,000	17,269,285	249,821	3,412,115	20,681,400
1918.....	970,585	13,114,725	4,278,957	18,364,267	345,535	3,931,788	22,296,055
1919.....	1,316,529	14,364,049	6,912,656	22,593,234	381,462	4,437,247	27,030,481
1920.....	1,612,837	18,766,800	9,413,521	29,793,158	801,059	6,102,956	35,896,114
1921.....	2,454,018	21,195,263	11,461,271	35,110,552	1,021,693	8,745,050	43,855,602

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Continued.
93.—Budgets de l'instruction publique au Canada, par Provinces—Suits.

ONTARIO—Expenditure.—ONTARIO—Dépenses

Year—Année	Elementary Schools—Ecoles élémentaires					Secondary Schools — Ecoles secondaires	Grand Total
	Teachers' Salaries — Traitement des instituteurs	Sites, Etc. — Achat d'emplacements, etc.	Apparatus, Etc. — Appareils, etc.	Rent, Etc. — Loyer, etc.	Total		
1911	\$ 5,610,213	\$ 2,164,459	\$ 139,229	\$ 1,990,383	\$ 9,904,284	\$ 2,220,138	\$ 12,104,422
1912	6,109,547	2,777,960	167,755	2,218,698	11,273,969	2,218,148	13,492,108
1913	6,643,255	2,869,830	149,167	2,658,655	12,323,907	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
1920	13,070,038	4,792,571	333,288	7,020,615	25,216,512	5,409,923	30,626,435
1921	15,473,049	5,605,341	418,370	8,218,033	29,714,793	7,024,771	36,739,564

MANTOBA—Receipts—Recettes

Year—Année	Legislative Grants — Subv. du gouvernement	Municipal Taxes — Taxes municipales	Debentures — Emissions d'obligations	Promissory Notes — Emprunts sur billets	Sundries — Diverses	Balance from previous yrs. — Report des ann. précé.	Total
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	937,457	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
1920	691,981	4,947,186	402,181	2,208,019	432,110	436,168	9,117,644
1921	822,186	6,922,864	2,250,073	2,773,212	280,644	457,312	13,506,292
1922	1,058,292	7,991,517	1,832,134	2,613,709	242,840	563,183	14,301,675

MANTOBA—Expenditure—Dépenses

Year—Année	Teachers' Salaries — Traitements des instituteurs	Building, Etc. — Constructions, etc.	Fuel — Chauffage	Repairs and Caretaking — Réparations et concierges	Salary of Sec.-Treas. — Appointements des sec.-trésoriers
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	2,066,440	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
1920	3,296,035	958,933	354,076	479,192	96,086
1921	4,335,529	2,081,176	393,160	741,058	91,412
1922	5,016,903	1,947,527	512,016	746,642	140,414

Year—Année	Principal of Debentures — Capital des obligations	Interest on Debentures — Intérêt sur obligations	Promissory Notes — Billets payés	Other Expenditures — Diverses	Total
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
1920	347,356	439,946	1,802,294	1,053,174	8,827,092
1921	420,323	496,565	3,049,437	1,470,545	13,079,205
1922	485,365	610,418	2,666,484	1,439,055	13,564,824

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

93.—Budgets de l'instruction publique au Canada, par Provinces—Suite.

SASKATCHEWAN—Receipts—Recettes

Year — Année	Elementary Schools—Ecoles élémentaires					Secondary Schools — Ecoles secondaires		Grand Total
	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Other Sources — Autres sources	Total	Gov. Grants — Subv. du gouvernement	Total	
	\$	\$	\$	\$	\$	\$	\$	
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
1920.....	1,229,934	8,826,175	1,516,765	2,341,770	13,914,643	107,133	444,791	14,359,434
1921.....	1,346,459	9,619,615	1,475,882	2,546,736	14,988,692	145,151	4,020,432	19,009,124

SASKATCHEWAN—Expenditure—Dépenses

Year — Année	Elementary Schools—Ecoles élémentaires						Secondary Schools — Ecoles secondaires		Grand Total
	Teachers' Salaries — Traitements des insti- tuteurs	Deben- tures — Obligations	Notes (renewals and interest) — Billets et intérêts	School Buildings, Etc. — Bâtiments scolaires, etc.	Care- taking, Etc. — Chauffage etc.	Total Expendi- ture — Total des dépenses	Teachers' Salaries — Traitement des insti- tuteurs	Total ¹	
	\$	\$	\$	\$	\$	\$	\$	\$	
1911....	1,298,925	399,951	1,071,783	619,601	172,993	3,990,036	—	—	3,990,036
1912....	1,596,616	455,949	1,820,705	1,149,986	202,531	5,931,844	94,481	312,536	6,244,380
1913....	2,059,456	678,430	2,605,280	1,898,101	294,710	8,327,179	131,414	460,725	8,787,904
1914....	2,588,669	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
1920....	5,940,869	813,266	2,178,134	1,928,150	—	14,141,198	325,497	468,477	14,609,675
1921....	6,890,376	864,304	2,169,914	1,702,327	—	15,074,266	382,824	538,065	15,612,331

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918-1922 do not include promissory notes.—Jusqu'en 1912 les dépenses des écoles secondaires figurent avec celles des écoles élémentaires. En 1918-1922 le montant des billets souscrits est exclu du total.

ALBERTA—Receipts—Recettes

Year—Année	Gov. Grants — Subv. du gouvernement	Local Assessments — Taxes locales	Debentures — Emissions d'obligations	Notes — Billets	Other Sources — D'autres sources	Total
	\$	\$	\$	\$	\$	\$
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	9,048,511
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
1920.....	885,524	6,894,401	865,195	1,948,257	279,776	10,873,153
1921.....	1,146,722	7,432,936	814,008	2,321,144	323,242	12,038,052

93.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces—Concluded.
93.—Budgets de l'instruction publique au Canada, par Provinces—Fin.

ALBERTA—Expenditure—Dépenses

Year—Année	Teachers' Salaries — Sal. des instituteurs	Officials' Salaries — Sal du personnel	Debentures — Obligations	Notes — Billets	Buildings, Etc. — Bâtiments scolaires, etc.	Other Expenditure — Autres dépenses	Total Expenditure — Total des dépenses
	\$	\$	\$	\$	\$	\$	\$
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.....	2,244,964	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
1920.....	4,371,508	258,249	1,053,328	1,785,432	1,092,863	2,082,949	10,644,329
1921.....	5,213,011	298,003	1,141,660	2,218,782	1,120,851	2,142,181	12,134,488

BRITISH COLUMBIA—Expenditure—COLOMBIE BRITANNIQUE—Dépenses

Year—Année	Provincial Government — Gouvernement provincial	Cities, Municipalities, Rural and Assisted Schools — Ecoles de cités et villes, rurales et subventionnées	Total
	\$	\$	\$
1911.....	1,001,808	1,639,714	2,641,522
1912.....	1,151,715	2,730,773	3,882,488
1913.....	1,663,003	2,995,892	4,658,895
1914.....	1,885,654	2,749,223	4,634,877
1915.....	1,607,651	2,309,795	3,917,446
1916.....	1,591,322	1,625,028	3,216,350
1917.....	1,600,125	1,637,539	3,237,664
1918.....	1,653,797	1,865,218	3,519,015
1919.....	1,791,154	2,437,566	4,228,720
1920.....	2,155,935	3,314,246	5,470,180
1921.....	2,931,572	4,238,458	7,170,030
1922.....	3,141,738	4,691,840	7,833,578

93a.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1911-22
93a.—Ecoles du Canada sous le contrôle administratif: Coût par élève inscrit par provinces, 1911-22

Year—Année	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. — N.-B.	Que. — Qué.	Ont.	Man. ¹	Sask. ¹	Alta. ¹	B.C. — C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
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
1920.....	17 87	25 00	24 09	36 00	47 57	54 09	71 07	58 06	69 03
1921.....	20 80	31 44	30 91	40 35	54 31	74 48	73 08	61 24	83 42
1922.....	21 21	31 92	34 17	43 15	—	79 62	—	—	85 23

¹Money borrowed by note not included in expenditure—L'argent emprunté sur billets est exclu des dépenses.

93b.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1911-22
93b.—Ecoles du Canada sous le contrôle administratif: Coût par élève présent à l'école, par provinces, 1911-22

Year—Année	P.E.I. — I.P.-E.	N.S. — N.-E.	N.B. — N.-B.	Que. — Qué.	Ont.	Man.	Sask.	Alta.	B.C. — C.-B.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
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 53	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	32 01	34 97	46 06	58 25	73 82	97 79	85 99	74 59
1920.....	28 22	40 67	37 46	47 88	72 66	80 00	116 20	95 63	91 49
1921.....	31 82	47 04	45 81	51 56	82 30	111 56	112 95	87 09	104 68
1922.....	31 49	45 92	51 50	55 70	—	114 23	—	—	103 73

12.—HIGHER EDUCATION—ENSEIGNEMENT SUPÉRIEUR

94.—Universities of Canada: Foundation, Affiliation, Faculties, and Degrees

Name and Address	Date of		Affiliation to other Universities	Faculties	Degrees
	Original Founda- tion	Charter Present			
University of St. Dunstan's, Charlottetown, P.E.I.	1855	—	Laval.	Arts, Preparatory Commercial and Theology.	B.L., B.A., B.Sc., Ph.M.
University of Kings' College, Windsor, N.S.	1789	1802	Oxford and Cambridge.	Arts, Law, Science, Divinity.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L., B.D., D.D.
Dalhousie University, Halifax, N.S.	1818	1863	Oxford and Cambridge.	Arts and Science, Law, Medicine and Dentistry.	B.A., M.A., B.Sc., L. Mus., M.Sc., B. Mus., Phm.B., LL.B., MD. C.M., D.D.S., LL.D.
Acadia University, Wolfville, N.S.	1838	1840	Oxford, Dalhousie and McGill, Nova Scotia Technical.	Arts, Divinity, Law, Science, Applied Science, Literature.	B.A., B.Sc., B.Th., and M.A.
University of St. Francis Xavier, Antigonish, N.S.	1855	1909	—	Arts, Science, Engineering, Law.	B.A., M.A., B.Sc., LL.D.
University of New Brunswick, Fredericton, N.B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Arts, Applied Science, Partial Course in Law.	B.A., M.A., B.Sc., Civil Engineering, Electrical Engineering, Forestry, D.Sc.
Mount Allison University, Sackville, N.B.	1858	1886-1913	Dalhousie, Oxford and Cambridge.	Arts, Theology, Engineering.	B.A., M.A., B.Sc., B.D.
University of St. Joseph's College, St. Joseph, N.B.	1864	1898	Oxford.	Arts, Science,	B.A., B.S., B.L., B.C.S., M.A.
McGill University, Montreal, Que.	1821	1852	Acadia, Mount Allison, St. Francis-Xavier, Alberta, are affiliated to McGill in the Faculty of Applied Science.	Arts, Applied Science, Law, Medicine Agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., Mus. Bac., Mus. Doc., B.S.A., D.Sc., B. Arch., M.D., C.M., D.Litt., Ph.D., LL.B., LL.M., B.Com., B.H.S.
University of Bishop's College, Lennoxville, Que.	1843	1853	Oxford and Cambridge.	Arts, Divinity, Medicine and Law.	B.A., M.A., B.D., D.D., D.C.L., Mus., Bac., Mus. Doc., L.S.T.
Laval University, Quebec, Que.	1852	1852	—	Theology, Law, Medicine, Arts.	M.A., B.A., B.S., B.L., Ph. D., Ph. L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B. D.L., D.D., C.L.B., C.L.L., C.L.D.
University of Montreal, Montreal, Que.	1878	1920	—	Theology, Law, Medicine, Arts, Dom. Sc. Drawing, Music.	Bachelor, Licentiate, Doctor.
University of Toronto, Toronto, Ont.	1827	1906	Oxford, Cambridge and Dublin.	Arts, Medicine, Applied Science, Engineering, Agriculture, Forestry, Education, Household Science.	B.A., M.A., Ph.D., LL.B., LL.M., LL.D. Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Paed., D. Paed., B.S.A., B.Sc. A., B.Sc.F., F.E., D.D.S., Phm. B., B.V.Sc., D.V. Sc.
Victoria University, Toronto, Ont.	1836	1836	Toronto.	Arts and Theology.	B.D., D.D.
University of Trinity College, Toronto, Ont.	1851	1852	Toronto.	Arts and Divinity.	L.Th., B.D., D.D.
Western University, London, Ont.	1878	1908	—	Arts, Medicine and Public Health, Music.	B.A., M.A., M.D., LL.D., D.S.e, D.P.H. Mus. Bach.
Queen's University, Kingston, Ont.	1841	1841	—	Arts, Science, Engineering, Medicine, Theology.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B. Paed., D. Paed., B. Com.
University of Ottawa, Ottawa, Ont.	1849	1866	—	Theology, Philosophy, Law, Arts and Commercial.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
McMaster University, Toronto, Ont.	1857	1887	Oxford, Cambridge, London.	Arts, Theology.	B.A., M.A., B.Sc., B.Th., B.D.
University of Manitoba, Winnipeg, Man.	1877	1877	—	Arts, Science, Law, Medicine, Engineering, Architecture, Pharmacy, Agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M., E.E., B.M.E., B.Arch. Phm.B., B.S.A., LL. B., LL.D.
University of Saskatchewan, Saskatoon, Sask.	1907	1907	Oxford.	Arts, Science, Law, Agri. Engineering, Pharmacy, Accounting, Education, Veterinary Medicine.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
University of Alberta, Edmonton, Alberta.	1906	1910	Oxford, McGill and Toronto.	Arts and Sc., App. Sc., Agriculture, Medicine, Dentistry, Law, Pharmacy and Accountancy.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm.B., B.D. LL.D.
University of British Columbia, Vancouver, B.C.	1907	1908	—	Arts, Applied Science and Agriculture.	B.A., B.Sc.

91.—Universités canadiennes: fondation, affiliation, facultés et diplômes

Nom et siège	Date de la		Affiliation à d'autres universités	Facultés	Diplômes
	Fonda-tion	Charte actuelle.			
Université St. Dunstan, Charlottetown, I.P.E.	1855	—	Laval.	Lettres, cours prépara-toires, Commerce et Théologie.	B.C., B.A., B.Sc., Ph.m.
Université de King's College, Windsor, N.-E.	1789	1802	Oxford et Cam-bridge.	Lettres, droit, sciences, théologie.	B.A., M.A., B.Sc., D.Sc., M.Sc., B.C.L., D.C.L. B.D., D.D.
Université Dalhousie, Hali-fax.	1818	1863	Oxford et Cam-bridge.	Lettres et sciences, droit médecine et art den-taire.	B.A., M.A., B.Sc., L. Mus., M.Sc., B.Mus., Phm.B., LL.B., M.D., C.M., D.D.S., LL.D.,
Université Acadia, Wolfville, N.-E.	1838	1840	Oxford, Dalhousie et McGill, Collège Technique de la N.-E.	Lettres, théologie, droit, sciences, sciences appli-quées, littérature.	B.A., B.Sc., B.Th. et M.A.
Université de St-François-Xavier, Antigonish, N.-E.	1855	1909	—	Lettres, Sciences, génie civil, droit.	B.A., M.A., B.Sc., LL.D.
Université du Nouveau-Brunswick, Fredericton, N.-B.	1800	1860	Oxford, Cambridge, Dublin, McGill.	Lettres, sciences appli-quées, droit (partielle-ment).	B.A., M.A., B.Sc., pour ingénieurs civils, élec-triciens ou forestiers, D.Sc.
Université Mount Allison, Sackville, N.-B.	1858	1886-1913	Dalhousie, Oxford et Cambridge.	Lettres, théologie, génie civil.	B.A., M.A., B.Sc., B.D.
Université du Collège St-Joseph, St-Joseph, N.-B.	1864	1898	Oxford.	Lettres, sciences.	B.A., B.S., B.L., B.C.S., M.A.
Université McGill, Montréal, Qué.	1821	1852	Les universités Aca-dia, Mt. Allison, St-François-Xavier et Alberta sont affiliées à la Faculté des scien-ces appliquées de McGill.	Lettres, sciences appli-quées, droit, médecine, agriculture.	B.A., M.A., B.C.L., D.C.L., LL.D., B.Sc., D.Sc., D.D.S., M.Sc., B.Mus., D. Mus., B.S.A., D.Sc., B. Arch., M.D., C.M., D. Litt., Ph.D., I.L.B., LL.M. B., Com., B.H.S.
Université Bishop's College, Lennoxville, Qué.	1843	1853	Oxford et Cam-bridge.	Lettres, théologie, mé-decine, droit.	B.A., M.A. B.D., D.D., D.C.I., Mus. Bac., Mus. Doc., L.S.T.
Université Laval, Québec, Qué.	1852	1852	—	Théologie, droit,, mé-decine, lettres.	M.A., B.A., B.S., B.L., Ph.D., Ph.L., Ph.B., M.D., M.B., LL.B., LL.L., LL.D., D.B., D.L., D.D., C.L.B., C.L.L., C.L.D.
Université de Montréal, Montréal, Qué.	1878	1920	—	Théologie, droit, méde-cine, lettres, sc. ména-gères, dessin, musique	Bachelier, licencié, doc-teur.
Université de Toronto, To-ronto, Ont.	1827	Loi de 1906	Oxford, Cambridge et Dublin.	Lettres, médecine, scien-ces appliquées, génie civil, agriculture, syl-viculture, pédagogie, science ménagère.	B.A., M.A., Ph.D., LL. B., LL.M., LL.D., Mus. Bac., Mus. Doc., M.B., M.D., B.A.Sc., M.A.Sc., C.E., E.E., M.E., B. Pæd., D. Pæd., B.S.A., B.Sc.A. B.Sc.F., F.E., D.D.S. Phm. B., V.B.Sc., D.V.Sc.
Université Victoria, Toronto.	1836	1836	Toronto.	Lettres, théologie.	B.D., D.D.
Université Trinity College, Toronto, Ont.	1851	1852	Toronto.	Lettres, théologie.	L.Th., B.D., D.D.
Université, Western, London, Ont.	1878	1908	—	Lettres, médecine et hygiène publique mu-sique.	B.A., M.A., M.D., LL.D., D.Sc., D.P.H. Mus. Bach.
Université Queen's, King-ston, Ont.	1841	1841	—	Lettres, sciences, génie civil, médecine, théo-logie.	B.A., M.A., B.Sc., D.Sc., M.Sc., M.D., M.B., LL.D., B.D., D.D., B.Pæd., D. Pæd., B. Com.
Université d'Ottawa, Otta-wa, Ont.	1849	1866	—	Théologie, philosophie, droit, lettres et com-merce.	LL.D., D.D., B.Ph., D.Ph., B.A., M.A.
Université McMaster, To-ronto, Ont.	1857	1887	Oxford, Cambridge, Londres.	Lettres, théologie.	B.A., M.A., B.Sc., B.Th., B.D.
Université du Manitoba, Win-nipeg, Man.	1877	1877	—	Lettres, sciences, droit, médecine, génie civil, architecture, pharma-cie, agriculture.	B.A., M.A., B.Sc., M.D., C.M., B.C.E., B.E.E., M.C.E., M. E.E., B.M.E., B. Arch Phm. B., B.S.A., LL. B., LL.D.
Université de la Saskatche-wan, Saskatoon, Sask.	1907	1907	Oxford.	Lettres, sciences, droit, agriculture, génie civil, pharma, comptabilité, pédagogie, méd. vét.	B.A., B.Sc., B.S.A., B.E., LL.B., M.A., M.Sc.
Université de l'Alberta, Ed-monton, Alberta.	1906	1910	Oxford, McGill et Toronto.	Lettres et sciences, scien-ces appliquées, agricul-ture, médecine, art dentaire, droit, écoles de pharmacie et de comptabilité.	B.A., B.Sc., M.A., B.S.A., M.Sc., LL.B., Phm.B., B.D., LL.D.
Université de la Colombie Britannique, Vancouver, C.-B.	1907	1908	—	Lettres, sciences appli-quées et agriculture.	B.A., B.Sc.

95.—Universities of Canada: Number of Teaching Staff in the Various Faculties, 1921-22—Universités du Canada: Personnel d'enseignement dans les différentes facultés, 1921-22

Name and Address of University Nom et siège	Sex Sexe	Professors and Instructors—Professeurs instructeurs								Total (excluding duplicates) Total (sans double emploi)				
		Preparatory Préparatoires	Arts and Science Lettres et science	Engineering Génie	Law Droit	Medicine Médecine	Pharmacy Pharmacie	Theology Théologie	All Others Tous autres	M.—H.	F.—F.	Total		
St. Dunstan's University, Charlottetown, P.E.I.....	M.	12	8	-	-	-	-	-	-	-	-	14	-	14
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of King's College, Windsor, N.S.....	M.	-	13	-	7	-	-	6	-	-	-	20	1	21
	F.	-	1	-	-	-	-	-	-	-	-	-	-	-
Dalhousie University, Halifax, N.S.....	M.	-	28	-	19	40	-	-	-	17	-	104	2	106
	F.	-	1	-	-	1	-	-	-	-	-	-	-	-
Acadia University, Wolfville, N.S.....	M.	-	20	6	-	-	-	4	-	-	-	20	2	22
	F.	-	2	-	-	-	-	-	-	-	-	-	-	-
University of St. Francis Xavier, Antigonish, N.S.....	M.	8	21	5	-	1	-	-	-	-	-	19	-	19
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of New Brunswick, Fredericton, N.B.....	M.	-	10	9	-	-	-	-	-	11	-	12	-	12
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Mt. Allison, Sackville, N.B.....	M.	-	19	11	-	-	-	-	-	-	-	20	-	20
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of St. Joseph's College, St. Joseph, N.B.....	M.	24	14	-	-	-	-	-	2	-	-	38	-	38
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
McGill University, Montreal, Que.....	M.	-	74	70	17	126	5	-	28	-	-	320	40	360
	F.	-	8	1	1	1	-	-	30	-	-	-	-	-
Bishop's College, Lennoxville, Que.....	M.	9	9	-	-	-	-	3	-	-	-	9	-	9
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Laval, Que, Que.....	M.	94	45	-	20	28	4	11	48	-	-	250	15	265
	F.	-	-	-	-	-	-	-	15	-	-	-	-	-
University of Montreal, Montreal, Que.....	M.	201	188	19	17	86	10	15	158	-	-	694	51	745
	F.	15	10	-	-	-	-	-	26	-	-	-	-	-
University of Toronto, Toronto, Ont.....	M.	-	161	78	-	210	-	-	53	-	-	502	49	551
	F.	-	26	1	-	5	-	-	17	-	-	-	-	-
Victoria University, Toronto, Ont.....	M.	-	23	-	-	-	-	11	-	-	-	32	2	34
	F.	-	2	-	-	-	-	-	-	-	-	-	-	-
University of Trinity College, Toronto, Ont.....	M.	-	27	-	-	-	-	11	-	-	-	27	3	30
	F.	-	3	-	-	-	-	-	-	-	-	-	-	-
Western University, London, Ont.....	M.	2	35	-	-	58	-	-	-	-	-	92	9	101
	F.	-	7	-	-	1	-	-	1	-	-	-	-	-
Queen's University, Kingston, Ont.....	M.	-	64	61	-	47	-	5	-	-	-	102	10	112
	F.	-	10	-	-	-	-	-	-	-	-	-	-	-
University of Ottawa, Ottawa, Ont.....	M.	52	28	-	-	-	-	8	13	-	-	101	85	186
	F.	85	-	-	-	-	-	-	-	-	-	-	-	-
McMaster University, Toronto, Ont.....	M.	-	14	-	-	-	-	8	-	-	-	22	-	22
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Manitoba, Winnipeg, Man.....	M.	-	48	15	16	50	1	-	8	-	-	144	9	153
	F.	-	9	-	-	-	-	-	-	-	-	-	-	-
University of Saskatchewan, Saskatoon, Sask.....	M.	-	37	12	7	-	7	-	11	-	-	74	11	85
	F.	-	9	-	-	-	1	-	1	-	-	-	-	-
University of Alberta, Edmonton, Alberta.....	M.	-	44	28	20	33	11	6	4	-	-	118	9	127
	F.	-	5	2	-	2	-	-	-	-	-	-	-	-
University of British Columbia, Vancouver, B.C.....	M.	-	-	-	-	-	-	-	-	-	-	96	14	110
	F.	-	-	-	-	-	-	-	-	-	-	-	-	-
Total.....		502	1,023	318	123	689	39	90	441	2,830	312	3,142		

96.—Universities of Canada: Number of Students by Academic Years, 1921-22

96.—Universités canadiennes: nombre d'étudiants par académiques, 1921-22

University — Université	Pre- para- tory	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	Grad- uates	All others	Total	No. of Degrees conferred.		Total
	Pré- para- toire	Pre- mière année	Deur- ième année	Troi- sième année	Qua- trième année	Cin- quième année	Sixième année	Gra- dués	Tous autres		Under- gradua- ates	Grad- uates	
											Sous gradués	— Gra- dués	
St. Dunstan's ¹	135	39	20	18	18	—	—	—	—	230	16	—	16
King's.....	—	42	38	32	21	—	—	11	—	144	36	14	50
Dalhousie....	Not given	by academic	years.—Les	années	académ	iques ne	sont pas	ind.	720	100	10	110	
Acadia.....	—	97	79	54	56	5	—	—	16	307	63	3	66
St. Fr. Xav..	—	—	—	—	85	61	32	2	34	214	19	1	20
N. Brunsw....	—	56	52	36	21	—	—	3	—	168	21	1	22
M. Allison....	—	67	56	40	32	—	—	3	67	265	19	3	22
St. Joseph's ¹	322	10	16	11	13	—	—	3	—	375	11	—	11
McGill.....	—	881	634	700	384	110	—	68	64	2,841	384	30	414
Bishop's.....	14	30	16	16	—	—	—	7	—	83	15	4	19
Laval.....	356	336	257	237	201	—	—	574	58	2,019	289	89	378
Montreal.....	3,258	292	280	294	310	891	454	—	619	6,398	155	204	359
Toronto.....	—	1,641	882	1,089	676	157	—	221	2,034	6,700	1,052	113	1,165
Victoria.....	Not given	by academic	years.—Les	années	académ	iques ne	sont pas	ind.	614	86	14	100	
Trinity.....	—	50	32	41	21	—	—	15	23	182	30	3	33
Western.....	—	133	111	90	53	31	—	4	159	581	56	5	61
Queen's.....	11	99	148	194	94	44	—	1	1,971	2,562	237	12	249
Ottawa ¹	2,797	78	38	48	42	—	—	35	97	3,135	89	78	167
McMaster.....	—	54	56	43	40	—	—	44	64	301	49	5	54
Manitoba....	—	664	444	299	134	26	—	40	819	2,426	192	20	212
Saskatch....	—	—	—	—	—	—	—	20	1,020	1,040	94	9	103
Alberta.....	—	336	265	208	103	—	—	68	305	1,285	121	16	137
B. Columbia.	—	446	241	172	116	1	—	38	217	1,231	114	10	124
Total.....	6,893	5,351	3,665	3,622	2,420	1,326	486	1,157	7,567	23,143	3,248	644	3,892

¹The 95 students given by years are taking the ordinary 4 undergraduate years leading to a degree in Arts, Letters and Philosophy, which are the 4th, 5th, 6th and 7th years of St. Dunstan's. The same arrangement of years applies to St. Joseph, N.B. and Ottawa.

¹Les 95 étudiants répartis entre les quatre premières années, s'y préparent au baccalauréat ès-arts, ès-lettres ou ès-philosophie, ces années étant des 4e, 5e, 6e et 7e années du programme de St. Dunstan. Il en est ainsi aux universités de St. Joseph, N.-B. et d'Ottawa.

²Excluding 678 registered at Trinity and Victoria, as well as at Toronto.

²Exclus 678 inscrits à Trinity et Victoria ainsi à Toronto.

97.—Universities of Canada: Number of Students attending Universities outside their Province of Residence, 1921-22

97.—Universités du Canada: nombre d'étudiants fréquentant les universités en dehors de leur province de résidence, 1921-22

Province in which Uni- versity is located	Province of Residence of Students — La province de résidence des étudiants											Total	
	P.E.I.	N.S.	N.-B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Dis- tricts	Outside Canada		
	I.P.-E.	N.-E.	N.-B.	Qué.					C.-B.		Au dehors du Canada		
P.E.I.—I.	—	—	—	—	—	—	—	—	—	—	—	—	—
P.-E.....	—	1	8	16	—	—	—	—	—	—	—	12	37
N.S.—N.-E.	43	—	198	5	21	—	3	4	7	—	—	76	357
N.-B.....	19	120	—	61	3	2	—	1	—	—	—	77	283
Que-Qué....	149	114	142	—	610	44	42	76	119	—	—	486	1,782
Ont.....	13	70	32	535	—	74	211	125	140	2	—	281	1,483
Man.....	1	1	4	—	24	—	116	11	13	—	—	14	184
Sask.....	4	9	5	3	24	16	—	22	3	—	—	38	124
Alta.....	1	20	7	—	30	15	75	—	35	—	—	30	213
B.C.—C.-B..	—	1	—	—	1	1	4	1	—	—	—	13	21
Total.....	230	336	396	620	713	152	451	240	317	2	1,027	4,484	

98.—Universities of Canada: Number of Students in the Various Faculties, 1921-22

98.—Universités Canadiennes: Étudiants dans les différentes facultés, 1921-22

Name and Address of University Nom et Siège	Sex Sexe	Arts, Pure Science Philosophy, etc.		Agriculture	Architecture	Banking	Système bancaire	Commerce	Dentistry Art dentaire	Education	Pédagogie Engineering	Génie civil Forestry	Sylviculture
		Lettres, Science, Philosophie, etc.											
		Preparatory courses Cours préparatoires	Undergraduate Sous-graduates Graduate Gradués										
1 St. Dunstan's University, Charlottetown, P.E.I.	M. F.	135 -	95 -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
2 University of King's College, Windsor, N.S.	M. F.	- -	91 22	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
3 Dalhousie University, Halifax, N.S.	M. F.	- -	164 135	5 3	- -	- -	- -	15 2	61 3	- -	- -	40 -	- -
4 Acadia University, Wolfville, N.S.	M. F.	- -	153 98	4 1	- -	- -	- -	- -	- -	- -	- -	33 -	- -
5 University of St. Francis Xavier, Antigonish, N.S.	M. F.	92 -	154 43	2 -	- -	- -	- -	- -	- -	- -	- -	15 -	- -
Total N.S.		92	860	15	-	-	-	18	64	-	-	88	-
6 University of New Brunswick, Fredericton, N.B.	M. F.	- -	41 34	- -	- -	- -	- -	- -	- -	- -	- -	66 -	23 -
7 University of Mt. Allison, Sackville, N.B.	M. F.	- -	112 98	2 1	- -	- -	- -	- -	- -	- -	- -	52 -	- -
8 University of St. Joseph's College, St. Joseph, N.B.	M. F.	322 -	50 -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
Total N.B.		322	335	3	-	-	-	-	-	-	-	118	23
9 McGill University, Montreal, Que.	M. F.	- -	338 239	50 18	65 2	25 -	- -	196 1	115 -	10 48	638 -	- -	- -
10 University of Bishop's College, Lennoxville, Que.	M. F.	9 -	33 24	4 3	- -	- -	- -	- -	- -	- -	- -	- -	- -
11 Laval University, Quebec, Que.	M. F.	949 -	438 -	77 4	49 -	- -	- -	60 6	- -	50 -	- -	22 -	- -
12 University of Montreal, Montreal, Que.	M. F.	1,693 503	1,129 47	181 152	70 -	16 -	- -	262 -	203 -	23 7	103 -	- -	- -
Total Que.	M.	3,154	2,239	489	186	41	-	525	318	138	741	22	-
13 University of Toronto, Toronto, Ont.	M. F.	- -	1,342 1,112	131 47	- -	- -	- -	- -	- -	213 140	820 1	62 -	- -
14 Victoria University, Toronto, Ont.	M. F.	- -	303 243	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
15 University of Trinity College, Toronto, Ont.	M. F.	- -	80 65	17 2	- -	- -	- -	- -	- -	- -	- -	- -	- -
16 Western University, London, Ont.	M. F.	16 1	210 199	1 1	- -	- -	- -	- -	- -	- -	- -	- -	- -
17 Queen's University, Kingston, Ont.	M. F.	- -	325 239	7 4	- -	- -	250 -	62 3	- -	- -	322 -	- -	- -
18 University of Ottawa, Ottawa, Ont.	M. F.	974 1,763	213 18	81 8	- -	- -	- -	- -	- -	- -	- -	- -	- -
19 McMaster University, Toronto, Ont.	M. F.	- -	147 84	39 5	- -	- -	- -	- -	- -	- -	- -	- -	- -
Total Ont.		2,754	4,589	343	-	-	250	65	-	353	1,143	62	-
20 University of Manitoba, Winnipeg, Man.	M. F.	- -	604 455	28 12	- -	9 -	- -	230 10	- -	- -	129 -	- -	- -
21 University of Saskatchewan, Saskatoon, Sask.	M. F.	- -	219 191	14 2	151 -	- -	- -	- -	- -	- -	44 -	- -	- -
22 University of Alberta, Edmonton, Alta.	M. F.	- -	264 196	49 19	88 1	2 -	- -	15 3	39 -	- -	56 -	- -	- -
23 University of British Columbia, Vancouver, B.C.	M. F.	- -	354 339	20 18	64 5	- -	- -	- -	- -	- -	195 2	- -	- -
Total by sex	M. F.	4,190 2,267	6,859 3,872	712 300	487 8	52 -	250 -	840 26	418 3	296 195	2,513 3	107 -	- -
Grand total		6,457	10,731	1,012	495	52	250	866	421	491	2,516	107	-

¹Including 217 not specified by sex.

²Exclusive of 371 men and 307 women registered at Victoria and Trinity as well as Toronto with which they are in federation. There were also 124 men and 109 women registered at St. Michael's College.

98.—Universities of Canada: Number of Students in the Various Faculties, 1921-22

98.—Universités Canadiennes: Etudiants dans les différentes facultés, 1921-22

Household Science — Science ménagère	Law—Droit	Medicine — Médecine		Music—Musique	Nursing—Guérirulture	Pharmacy—Pharmacie	Social Service—Oeuvres sociales	Theology—Théologie	Veterinary Medicine — Médecine vétérinaire	Summer Schools for Teachers — Cours d'été pour instituteurs	Summer Schools for other than Teachers— Cours d'été pour autres que les instituteurs	Other Short Courses — Autres cours abrégés	Correspondence	Correspondance	Unspecified — Non spécifié	Total excluding Duplicates — Total (sans double emploi)			Number of these also registered in affiliated Schools— Nombre de ceux déjà comptés dans les écoles affiliés	
		Male — Hommes	Female — Femmes													Total				
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	230	-	230	-	1
-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	121	23	144	-	2
-	77	159	13	-	-	25	-	-	-	-	-	-	-	-	-	546	174	720	-	3
-	-	-	5	-	8	4	-	16	-	-	-	-	-	-	-	206	101	307	-	4
-	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-	171	43	214	-	5
-	118	182	5	-	8	29	-	18	-	-	-	-	-	-	-	1,044	341	1,385	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	133	35	168	-	6
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	166	99	265	-	7
-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	375	-	375	-	8
-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	4	674	134	808	-	-
-	90	695	4	-	-	37	3	-	-	-	-	-	-	-	3	2,218	623	2,841	-	9
-	5	17	92	36	-	5	25	-	-	-	9	-	-	-	77	56	27	83	-	10
-	81	153	-	-	-	7	-	178	-	-	-	-	-	-	-	1,961	58	2,019	1,234	11
48	121	295	250	-	-	144	30	297	20	-	-	-	-	-	-	4,837	1,561	6,398	3,206	12
130	-	-	600	-	-	2	120	-	-	-	-	-	-	-	-	-	-	-	-	-
268	297	1,160	946	36	195	178	485	20	-	86	-	-	-	-	35	9,072	2,269	11,341	4,440	-
-	-	997	24	-	-	17	-	-	55	20	512	70	87	-	4,161	2,539	6,700	911	-	13
-	-	75	20	77	-	293	-	-	30	-	688	81	110	-	-	-	-	-	-	-
-	-	-	-	-	-	-	183	-	-	-	-	-	-	-	-	371	243	614	-	14
-	-	-	-	-	-	-	19	-	-	-	-	-	-	-	-	111	71	182	-	15
-	-	148	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	5	15	-	-	-	-	-	17	-	-	12	4	-	-	360	221	581	108	16
-	-	259	-	-	-	-	26	-	23	-	156	15	-	-	-	615	-	-	-	-
-	-	-	-	-	-	-	78	-	133	-	-	464	-	-	-	1,786	776	2,562	-	17
-	-	-	-	-	-	-	35	-	-	-	-	-	-	-	-	1,346	1,789	3,135	2,296	18
-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	210	91	301	-	19
-	-	1,484	44	92	-	310	350	-	414	20	1,200	1,257	201	-	8,345	5,736	14,075	3,515	-	
-	109	277	-	-	-	36	-	-	37	267	116	-	-	-	-	-	-	-	-	-
-	2	36	-	56	-	2	-	-	29	-	-	-	-	-	1,836	596	2,426	335	20	
-	37	-	-	-	-	56	-	-	28	67	-	-	-	-	-	46	-	-	-	-
8	1	-	-	-	-	7	-	-	101	45	-	-	-	-	29	656	384	1,040	33	21
-	81	141	-	-	-	53	-	9	39	-	-	66	-	-	36	899	386	1,285	41	22
26	8	14	-	10	-	9	-	-	35	-	-	57	-	-	-	-	-	-	-	-
-	-	-	-	16	-	-	-	-	-	-	-	-	1	-	-	634	386	1,231	10	23
-	636	3,134	278	-	352	50	854	20	32	363	622	763	174	-	-	-	-	-	-	-
302	17	154	717	-	29	438	11	-	351	122	905	617	172	-	-	-	-	-	-	-
302	653	3,288	995	212	381	488	865	26	683	485	1,527	1,386	346	23,019	9,967	33,143	8,177	-	-	

1—Y compris 217 non spécifiés par sexe.

2 Non compris 371 hommes et 307 femmes inscrites à Victoria et à Trinity ainsi qu'à Toronto ils sont affiliés. Il y avait aussi 124 hommes et 109 femmes inscrits au collège St. Michael.

99.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, by individual institutions, 1921-22

99.—Collèges professionnels et affiliés du Canada: Personnel enseignant et étudiants, par institution 1921-22

Name and Address Nom et adresse	Number of Teaching Staff Personnel enseignant			Number of Students Nombre d'étudiants		
	Male Hommes	Female Femmes	Total	Male Hommes	Female Femmes	Total
	Prince of Wales College, Charlottetown, P.E.I. (1921)....	7	3	10	74	158	232
Presbyterian College, Halifax, N.S.	4	-	4	36	-	36
College of Ste. Anne, Church Point, N.S.	15	-	15	140	-	140
Technical College, Halifax, N.S.	40	-	40	217	38	255
Agricultural College, Truro, N.S.	15	2	17	205	208	413
Holy Heart Theological College, Halifax, N.S.	7	-	7	90	-	90
St. Mary's College, Halifax, N.S.	12	-	12	220	-	220
Macdonald College, Ste. Anne de Bellevue, Que.	42	19	61	438	353	791
Oka Agricultural School, Que.	18	-	18	92	-	92
Ste-Anne de la Pocatière Agricultural School, Que.	17	-	17	94	-	94
Ecoles des Hautes Etudes Commerciales, Montréal, Qué.	31	-	31	270	7	277
Presbyterian College, Montreal, Que.	7	-	7	60	-	60
Congregational College of Canada, Montreal, Que.	4	-	4	16	-	16
Montreal Diocesan Theological College, Montreal, Que.	6	-	6	26	-	26
Wesleyan Theological College, Montreal, Que.	4	-	4	128	-	128
Wycliffe College, Toronto, Ont. (1921).....	11	1	12	59	-	59
Knox College, Toronto, Ont.	8	-	8	108	107	215
St. Michael's College, Toronto, Ont.	24	13	37	402	104	506
Ontario Agricultural College, Guelph, Ont.	77	10	87	1,012	582	1,594
Ontario College of Art, Toronto, Ont.	13	8	21	238	381	619
Ontario College of Pharmacy, Toronto, Ont.	4	-	4	122	22	144
Ontario Law School, "Osgoode Hall", Toronto, Ont.	7	-	7	324	15	339
Toronto Bible College, Toronto, Ont.	6	1	7	65	103	168
Royal College of Dental Surgeons, Toronto, Ont.	-	-	-	822	15	837
Ontario Veterinary College, Guelph, Ont.	10	-	10	83	-	83
Waterloo College, Lutheran and Theological Seminary, Waterloo, Ont.	7	-	7	76	-	76
Huron College, London, Ont.	4	-	4	23	-	23
St. Jerome's College, Kitchener, Ont.	10	-	10	200	-	200
Royal Military College, Kingston, Ont.	25	-	25	155	-	155
Brandon College, Brandon, Man.	13	8	21	140	199	339
Manitoba Law School, Winnipeg, Man.	16	-	16	112	2	114
Wesley College, Winnipeg, Man.	14	3	17	193	120	313
Manitoba College, Winnipeg, Man.	5	1	6	14	15	29
Manitoba Agricultural College, Winnipeg, Man.	45	10	55	447	392	839
Emmanuel College, Saskatoon, Sask.	1	-	1	29	-	29
Presbyterian Theological College, Saskatoon, Sask.	4	-	4	52	3	55
St. Chad's College, Regina, Sask.	2	-	2	5	1	6
Alberta College, South Edmonton, Alta.	10	2	12	98	33	131
Edmonton Jesuit College, Edmonton, Alberta.	19	-	19	159	-	159
Robertson College, Edmonton (South), Alberta.	2	-	2	17	-	17
Institute of Technology and Art, Calgary, Alberta (1921)	19	-	19	657	-	657
The Anglican Theological College of B.C., Vancouver B.C.	4	-	4	18	-	18
Columbian Methodist College, New Westminster, B.C.	9	11	20	60	111	171
Classical Colleges of Quebec—						
Chicoutimi Classical College.	45	-	45	599	-	599
Joliette Classical College.	42	-	42	392	-	392
L'Assomption Classical College.	42	-	42	384	-	384
Lévis Classical College.	53	-	53	755	-	755
Mont Laurier Classical College.	18	-	18	146	-	146
Montreal (Loyola) Classical College.	29	-	29	386	-	386
Montreal (Ste-Marie) Classical College.	41	-	41	671	-	671
Montreal (St. Sulpice) Classical College.	25	-	25	375	-	375
Nicolet Classical College.	51	-	51	343	-	343
Québec (Petit Séminaire) Classical College.	58	-	58	794	-	794
Rigaud Classical College.	35	-	35	309	-	309
Rimouski Classical College.	35	-	35	300	-	300
St. Alexandre de la Gatineau Classical College.	15	-	15	195	-	195
St. Alexandre de la Pocatière Classical College.	49	-	49	589	-	589
St. Hyacinthe Classical College.	39	-	39	493	-	493
St. Jean Classical College.	31	-	31	278	-	278
St. Laurent Classical College.	54	-	54	568	-	568
Ste. Thérèse Classical College.	40	-	40	415	-	415
Sherbrooke Classical College.	50	-	50	542	-	542
Trios-Rivières Classical College.	43	-	43	507	-	507
Valleyfield Classical College.	35	-	35	280	-	280
Total.	1,428	92	1,520	17,117	2,969	20,086

¹Exclusive of 94 male, 42 female instructors and 2,570 students accounted for under "vocational"

¹Exclus 94 instituteurs et 42 institutrices et 2,570 étudiants déjà inclus avec chiffres de Tableau 71 sur travaux manuels.

100—Colleges of Canada: Number of teaching staff and of students by Type of College and Province, 1922

100—Collèges du Canada: personnel enseignant et étudiants par type de collège et province, 1922

Province	Institutions	Staff—Pers. enseignant			Students—Etudiants			Province
		M.—H.	F.	Total	M.—H.	F.	Total	
Prince Edward Island— Affiliated.....	1	7	3	10	74	158	232	Ile du Prince Edouard— Affiliés
Nova Scotia— Agricultural.....	1	15	2	17	205	208	413	Nouvelle-Ecosse Agriculture
Technical.....	1	40	—	40	217	38	255	Technique
Theological.....	2	11	—	11	126	—	126	Théologique
Affiliated.....	2	27	—	27	360	—	360	Affiliés
Total, N.S.....	6	93	2	95	908	246	1,154	Total, N.-E.
Quebec— Agricultural.....	3	70	—	70	525	68	593	Québec— Agriculture
Theological.....	3	14	—	14	170	—	170	Théologie
Affiliated.....	2	14	19	32	159	285	444	Affiliés
Classical.....	21	830	—	830	9,321	—	9,321	Classique
Miscellaneous.....	1	31	—	31	270	7	277	Divers
Total, Que.....	30	959	19	978	10,445	360	10,805	Total, Qué.
Ontario— Agricultural.....	1	77	10	87	1,012	582	1,594	Ontario— Agriculture
Dental, Veterinary, Pharm- acymy.....	3	14	—	14	1,027	37	1,064	Dentaire, vétérinaire, phar- macéutique
Law.....	1	7	—	7	324	15	339	Droit
Theological.....	5	36	2	38	331	210	541	Théologie
Affiliated.....	2	34	13	47	602	104	706	Affiliés
Miscellaneous.....	2	38	8	46	393	381	774	Divers
Total, Ont.....	14	206	33	239	3,689	1,329	5,018	Total, Ont.
Manitoba— Agricultural.....	1	45	10	55	447	302	839	Manitoba— Agriculture
Law.....	1	16	—	16	112	2	114	Droit
Theological.....	1	5	1	6	14	15	29	Théologie
Affiliated.....	2	27	11	38	333	319	652	Affiliés
Total, Man.....	5	93	22	115	906	728	1,634	Total, Man.
Saskatchewan— Theological.....	3	7	—	7	86	4	90	Saskatchewan— Théologie
Alberta— Technical.....	1	19	—	19	657	—	657	Alberta— Technique
Theological.....	2	12	2	14	115	33	148	Théologie
Affiliated.....	1	19	—	19	159	—	159	Affiliés
Total, Alta.....	4	50	2	52	931	33	964	Total, Alta.
British Columbia— Theological.....	1	4	—	4	18	—	18	Colombie-Britannique Théologie
Affiliated.....	1	9	11	20	60	111	171	Affiliés
Total, B.C.....	2	13	11	24	78	111	189	Total, C.B.
Total— Agricultural.....	6	207	22	229	2,189	1,250	3,439	Total— Agriculture
Technical.....	2	59	—	59	874	38	912	Technique
Law.....	2	23	—	23	436	17	435	Droits
Dental, Pharmacy and Veterinary.....	3	14	—	14	1,027	37	1,064	Dentaire, pharmaceutique et vétérinaire
Theological.....	17	89	5	94	860	262	1,122	Theological
Affiliated for Arts, etc.....	11	137	57	194	1,747	977	2,724	Affiliés pour arts, etc.
Classical.....	21	830	—	830	9,321	—	9,321	Classique
Miscellaneous.....	3	69	8	77	663	388	1,051	Divers
Total.....	65	1,428	92	1,520	17,117	2,969	20,086	Total

¹There were 124 men and 109 women registered at the same time in St. Michael's College as well as at Toronto University: 109 men and 2 women at the Manitoba Law School and University of Manitoba: 65 men and 2 women in Agriculture, and 90 women in Household Science at McGill and MacDonald College: these may be deducted as duplicates from the combined total of Universities and Colleges.

²Il y avait 124 jeunes gens et 109 filles enregistrés simultanément au St. Michaels College et à l'université de Toronto: 109 jeunes gens et 2 jeunes filles à l'école de droit du Manitoba et à l'université: 65 jeunes gens et 2 jeunes filles à l'école d'agriculture, et 90 jeunes filles dans les sciences ménagères du Collège Macdonald et à l'université McGill: ces chiffres doivent être déduits du total combiné des universités et collèges.

101.—Colleges of Canada—Students by Faculties—Collèges du Canada—Étudiants par Facultés 1921-22

Name and Address Nom et adresse	Date of Founda- tion Date de la Fondation	Sex Sexe	Prep- aratory Prépa- ratoire	Arts, Pure Science, Etc. Lettres, science, etc.		Com- merce	Corres- pondence Corres- pondance	Domestic Science Science ménagère	Education Pédagogie	Medicine Médecine	Music Musique	Theology Théologie	Short Courses Cours abrégés		Total ¹	
				Under- graduate Courses	Gradu- ate Courses								For Teachers Pour ins- tituteurs	For others Pour autres		
Affiliated—Affiliés—																
College of St. Anne, Church Point, N.S.	1890	M.	68	—	69	8	—	—	—	—	—	—	—	—	—	140
St. Mary's College, Halifax, N.S.	1841	M.	195	15	—	—	—	—	—	—	—	—	10	—	—	220
Presbyterian College, Montreal, Que.	1865	M.	8	25	7	—	—	—	—	7	—	13	—	—	—	60
Macdonald College, Ste. Anne de Bellevue, Que.	1907	M.	—	—	8	—	—	—	4	—	—	—	—	87	—	—
St. Michael's College, Toronto, Ont.	1852	M.	300	102	5	—	—	90	173	—	—	—	—	—	—	384
St. Jerome's College, Kitchener, Ont.	1864	F.	—	104	5	—	—	—	—	—	—	—	—	—	—	506
Brandon College, Brandon, Man.	1899	M.	160	40	—	—	—	—	—	—	3	2	—	—	3	200
Wesley College, Winnipeg, Man.	1877	M.	72	58	3	—	—	—	—	—	113	—	—	44	—	339
Edmonton Jesuit College, Edmonton, Alta.	1913	M.	125	22	—	12	—	—	—	—	—	5	—	—	—	159
Columbian Methodist College, Van- couver, B.C.	1892	M.	42	—	—	11	—	—	—	—	14	3	—	—	—	—
Theological—Théologiques—		F.	32	—	—	18	—	15	—	—	102	1	—	—	—	217
Presbyterian College, Halifax, N.S.	1820	M.	—	—	—	—	—	—	—	—	—	36	—	—	—	36
Holy Heart Theological College, Halifax, N.S.	1894	M.	—	19	—	—	—	—	—	—	—	72	—	—	—	90
Congregational College of Canada, Montreal, Que.	1839	M.	5	7	—	—	—	—	—	—	—	4	—	—	—	16
Montreal Diocesan Theological Col- lege, Montreal, Que.	1873	M.	11	—	—	—	—	—	—	—	—	15	—	—	—	26
Wesleyan Theological College, Mont- real, Que.	1872	M.	8	—	—	—	66	—	—	—	—	54	—	—	—	128
Knox College, Toronto, Ont.	1843	M.	—	—	—	—	—	—	—	—	88	20	—	—	—	—
Toronto Bible College, Toronto, Ont.	1879	M.	—	—	—	—	—	—	—	—	42	65	—	—	—	215
Wycliffe College, Toronto, Ont (1921).	1879	F.	—	—	—	—	—	—	—	—	—	65	—	—	—	—
Waterloo Collegc Lutheran Theolog- ical Seminary, Waterloo, Ont.	1911	M.	64	4	—	—	—	—	—	—	—	8	—	—	—	76
Huron College, London, Ont.	1863	M.	—	—	—	—	—	—	—	—	—	23	—	—	—	23
Manitoba College, Winnipeg, Man.	1871	M.	—	—	—	—	—	—	—	—	—	14	—	—	—	—
Emmanuel College, Saskatoon, Sask.	1879	F.	8	11	—	—	8	—	—	—	—	15	—	—	—	29
Presbyterian Theological College, Saskatoon, Sask.	1911	M.	—	—	—	—	—	—	—	—	—	52	—	—	—	29
St. Chad's College, Regina, Sask.	1907	F.	—	—	—	—	—	—	—	—	—	3	—	—	—	—
Alberta College, South Edmonton, Alta.	1910	M.	80	—	—	—	—	—	—	—	—	6	—	—	—	6
Robertson College, Edmonton, Alta.	1910	F.	32	—	—	—	—	—	—	—	—	1	—	—	—	131
The Anglican Theological College of B.C., Vancouver.	1910	M.	—	—	—	—	6	—	—	—	—	11	—	—	—	17
Total		M.	1,225	471	92	31	80	—	4	7	17	568	10	90	—	2,534
		F.	164	188	6	18	—	105	173	—	215	165	20	45	—	1,080
			1,389	659	98	49	80	105	177	7	232	733	30	135	—	3,614

Name and Address Nom et adresse	Date of Founda- tion Date de la fondation	Sex—Sexe	Prepara- tory — Prépara- toires	Agri- culture	Com- merce	Engi- neering — Génie civil	Corres- pond- ence — Corres- pon- dance	Do- mestic Science — Science ménage- rière	Short Courses — Cours abrégés		Applied Art, etc. — Art appli- qué, etc.	Den- tistry — Art den- taire	Pharm- acy — Phar- macie	Veteri- nary Medi- cine — Méde- cine vétéri- naire	Law — Droit	All others — Tous autres	Total ¹
									For Tea- chers — Pour insti- tuteurs	For other — Pour autres							
Agricultural—d'agriculture— Agricultural College, Truro, N.S.....	1888	M.	-	74	-	-	-	-	32	99	-	-	-	-	-	-	-
		F.	-	1	-	-	-	-	177	30	-	-	-	-	-	-	413
Macdonald College, Ste. Anne de Bellevue, Que.....	1907	M.	-	339	-	-	-	-	-	-	-	-	-	-	-	-	407
Oka Agricultural School, Quebec.....		F.	-	68	-	-	-	-	-	-	-	-	-	-	-	-	92
Stc. Anne de la Pocatière Agricultural School, Quebec.....		M.	-	92	-	-	-	-	-	-	-	-	-	-	-	-	-
Ontario Agricultural College, Guelph, Ont....		M.	-	94	-	-	-	-	-	-	-	-	-	-	-	-	94
	1874	M.	-	362	-	-	-	-	100	550	-	-	-	-	-	-	-
Manitoba Agricultural College, Winnipeg, Man.		F.	-	-	-	-	-	174	370	38	-	-	-	-	-	-	1,594
	1903	M.	-	164	-	-	3	-	120	160	-	-	-	-	-	-	-
		F.	-	-	-	-	-	98	266	28	-	-	-	-	-	-	839
Technical—Techniques— Technical College, Halifax, N.S.....	1907	M.	11	-	-	51	132	-	-	23	-	-	-	-	-	-	-
		F.	6	-	-	-	32	-	-	-	-	-	-	-	-	-	2,570
Institute of Technology and Art, Calgary, Alta. (1921).....	1916	M.	416	-	-	-	220	-	21	-	-	-	-	-	-	-	657
Dental, Pharmacy and Veterinary—Dentaire, pharmaceutique et vétérinaires— Royal College of Dental Surgeons, Toronto, Ont.....	1868	M.	-	-	-	-	-	-	-	-	822	-	-	-	-	-	-
		F.	-	-	-	-	-	-	-	-	15	-	-	-	-	-	837
Ontario College of Pharmacy, Toronto, Ont..		M.	-	-	-	-	-	-	-	-	-	122	-	-	-	-	-
	1871	F.	-	-	-	-	-	-	-	-	-	22	-	-	-	-	144
Ontario Veterinary College, Guelph, Ont.....	1862	M.	-	-	-	-	-	-	-	-	-	-	-	83	-	-	83
Law—Loi— Ontario Law School, Osgoode Hall, Toronto, Ont.....		M.	-	-	-	-	-	-	-	-	-	-	-	-	324	-	-
		F.	-	-	-	-	-	-	-	-	-	-	-	-	15	-	339
Manitoba Law School, Winnipeg, Man.....	1914	M.	-	-	-	-	-	-	-	-	-	-	-	-	112	-	-
		F.	-	-	-	-	-	-	-	-	-	-	-	-	2	-	114
Miscellaneous—Varies— Ecole des Hautes Commerciales, Montreal, Que.....	1907	M.	-	-	119	-	-	-	-	151	-	-	-	-	-	-	-
		F.	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-
Ontario College of Art, Toronto, Ont.....		M.	12	-	-	-	-	-	18	12	196	-	-	-	-	-	277
	1912	F.	31	-	-	-	-	-	211	21	118	-	-	-	-	-	619
Royal Military College, Kingston, Ont.....	1875	M.	-	-	-	-	-	-	-	-	-	-	-	-	-	155	155
		M.	439	1,125	119	51	355	-	291	995	196	822	122	83	436	-	5,189
		F.	37	69	-	-	32	272	1,024	124	118	15	22	-	17	155	1,730
Total.....			476	1,194	119	51	387	272	1,315	1,119	314	837	144	83	453	155	6,919

¹ Excluding duplicates.—Sans double emploi.

² Including 1 male and 9 females in other courses.—Ci-inclus 1 homme et 9 femmes dans d'autres cours.

³ Excluding 2,570 accounted for under "Vocational".—Exclus 2,570 déjà inclus avec chiffres sur travaux manuel.
Succeeding Ontario School of Art founded 1876.—Succédant l'école d'art d'Ontario fondée en 1876.

102.—Colleges of Canada: Classical Colleges of Quebec, 1922

102.—Collèges du Canada: Collèges classiques de Québec 1922

CLASSICAL COLLEGES — COLLEGES CLASSIQUES	Date of foundation—Date de la fondation	Teaching staff — Personnel enseignant		Pupils—Elèves										Government grants—Subventions du Gouvernement	Number of volumes in library—Nombre de volume dans la bibliothèque		
		Ecclesiast. or religious—Ecclesiast. ou religieux	Lay teachers—Laïques	Catholics—Catholiques	Protestants	Age Agés de					Total	Average attendance—Présence moyenne	In the Dans le cours				
						7 to 14 years—7 à 14 ans	14 to 16 years—14 à 16 ans	16 to 18 years—16 à 18 ans	Over 18 years—Plus de 18 ans	Classical course—Classique			Comm. course—Commercial			Primary course—Primaire	
																	Government grants—Subventions du Gouvernement
Chicoutimi.....	1873	45	599	275	165	92	67	599	575	238	300	61	1,000	003,500			
Joliette.....	1846	39	392	66	120	85	121	392	360	313	14	65	1,000	15,000			
L'Assomption.....	1832	41	383	107	97	112	68	384	350	314	15	55	1,000	10,500			
Lévis.....	1853	52	755	127	233	280	115	755	740	229	526	1,000	35,000				
Mont-Laurier.....	1915	18	146	24	59	38	25	146	130	40	94	12	1,000	03,000			
Montréal, (Loyola).....	1896	17	380	6	80	146	100	60	386	339	335	51	1,000	12,100			
Montréal, (St-Michel).....	1848	35	671	441	150	56	24	671	632	564	60	47	1,000	87,000			
Montréal, (St-Sulpice).....	1767	25	375	150	100	100	25	375	375	375	.....	(1)	25,000			
Nicolet.....	1803	50	343	60	125	80	78	343	320	323	20	1,000	36,000				
Québec (Pet. Sé.).....	1663	54	794	250	300	100	144	794	780	794	.....	(1)	25,000			
Rigaud.....	1851	24	307	2	88	108	79	34	309	266	96	96	1,000	31,000			
Rimouski.....	1855	34	300	60	55	138	47	300	275	215	85	1,000	25,000				
St-Alex. de la Gatineau.....	1911	14	195	48	69	45	33	195	168	195	.....	1,000	6,500			
St-A. de-la Pocatière.....	1827	49	589	215	176	106	92	589	560	240	349	1,000	6,400				
St-Hyacinthe.....	1811	39	492	1	140	135	123	95	493	445	493	1,000	44,000				
St-Jean's—St. John.....	1911	31	278	65	89	94	30	278	260	140	138	1,000	6,334				
St-Laurent—St. Law.....	1847	51	567	1	40	188	237	103	568	464	228	340	1,000	30,000			
Ste-Thérèse.....	1825	38	415	87	175	84	69	415	366	339	34	42	1,000	23,000			
Sherbrooke.....	1875	48	541	1	104	192	165	81	542	441	192	254	96	1,000	8,500		
Trois Rivière—Three River.....	1860	40	307	118	143	140	106	507	480	202	305	1,000	15,000				
Valleyfield.....	1893	34	280	73	70	75	62	280	266	144	60	76	1,000	10,000			
Totals—Totaux.....	.....	778	52 9309	12 2618	2895	2329	1479	9,321	8,592	6,030	2,585	706	19,000	457,834		

¹Not subsidized by the government—Non subventionné par le gouvernement

103.—Colleges of Canada: Number of Students attending Colleges outside their Province of Residence 1921-22

103.—Collèges du Canada: Nombre d'étudiants fréquentant les Collèges en dehors de leur province de résidence 1921-22

Province in which College is Located Province dans laquelle le collège est situé	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Outside Canada — Au dehors du Canada	Total
	I.P.-E.	N.-E.	N.-B.	Qué.					C.-B.		
P.E.I.—I.P.-E.....	—	—	—	—	—	—	—	—	—	2	2
N.S.—N.-E.....	11	—	104	22	—	—	—	—	—	48	185
N.B.—N.-B.....	—	—	—	—	—	—	—	—	—	—	—
Que.—Qué.....	8	17	16	—	168	2	5	2	13	77	308
Ont.....	10	31	30	45	—	94	71	40	79	121	524
Man.....	—	—	—	2	19	—	172	28	10	23	254
Saskatchewan.....	—	—	—	2	4	1	—	—	—	19	27
Alta.....	—	—	—	2	—	—	30	—	10	—	42
B.C.—C.-B.....	—	—	—	—	2	—	5	7	—	3	17
Total.....	29	48	150	76	193	97	283	78	112	293	1,359

104.—Universities of Canada: Financial Statistics, 1921-22

104.—Universités du Canada: Statistiques financières, 1921-22

Name and Address Nom et adresse	Value Valeur				Total Assets Total d'actif	Source of Income Sources de revenus					Expenditure Dépenses		
	Endowments Dota-tions	Land and Buildings Terrains et bâti-ments	Scientific Equip-ment Appareils scientifi-ques	Other Property Autres proprié-tés		Invest-ments Place-ments	Government and Municipal Grants Alloca-tions gouver-nementales et munici-pales	Fees Contri-butions des étudiants	Other Sources Autres sources	Total Income Total des revenus	Current Couran-tes	Capital	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
St. Dunstan's University, Charlottetown, P.E.I.	49,000	240,000	12,000	30,000	322,000	2,454	-	43,586	8,406	54,446	54,466	4,239	58,705
University of King's College, Windsor, N.S.	206,486	200,000	25,000	-	431,486	9,886	-	28,826	16,665	55,377	52,311	-	52,311
Dalhousie University, Halifax, N.S.	1,251,020	1,995,000	75,000	120,000	3,441,020	58,405	1,200	94,854	12,244	166,703	177,486	632,778	810,264
Acadia University, Wolfville, N.S.	770,649	589,536	15,000	-	1,375,185	44,220	-	28,838	24,406	97,464	92,423	16,754	109,177
University of St. Francis Xavier, Antigonish, N.S.	262,919	425,699	5,000	58,210	751,828	12,045	-	62,838	67,428	142,311	92,452	39,720	132,172
Total, N.S.—N.E.	2,491,074	3,210,235	120,000	178,210	5,999,519	124,556	1,200	215,356	120,743	461,855	414,672	689,252	1,103,924
University of New Brunswick, Fredericton, N.B.	20,000	250,000	50,000	100,000	420,000	2,544	25,000	11,637	300	39,481	41,495	-	41,495
Mt. Allison University, Sackville, N.B.	519,000	340,780	24,600	21,000	905,380	28,917	5,331	19,944	40,262	94,454	-	-	86,201
University of St. Joseph's College, St. Joseph, N.B.	-	337,744	6,500	36,000	380,244	-	-	80,652	14,802	95,454	74,923	6,928	81,851
Total, N.B.	539,000	928,524	81,100	157,000	1,705,624	31,461	30,331	112,233	55,364	229,389	116,418	6,928	209,547
McGill University, Montreal, Que. (1921)	13,791,412	7,688,012	856,179	-	22,335,603	734,369	45,105	464,015	133,511	1,377,000	1,315,220	7,367	1,322,587
University of Bishop's College, Lennoxville, Que.	394,454	261,619	664	11,141	667,878	19,311	2,500	18,917	3,011	43,739	51,487	-	51,487
University of Laval, Quebec, Que. (1921)	-	-	-	-	-	-	38,000	27,470	-	65,470	-	-	75,420
University of Montreal, Montreal, Que.	1,400,000	1,800,000	260,000	-	3,460,000	96,779	43,300	149,957	25,000	315,036	304,102	60,000	364,102
Total, Que.—Qué.	15,585,866	9,749,631	1,116,843	11,141	26,463,481	859,459	128,905	669,359	161,522	1,801,245	1,670,809	67,367	1,813,596
University of Toronto, Ont.	-	-	-	-	8,740,002	62,008	1,887,000 ¹	363,462	102,075	2,414,545	1,805,545	277,277	2,082,822
Victoria University, Toronto, Ont.	1,090,472	1,185,699	-	54,864	2,331,035	95,220	-	19,895	30,218	145,333	157,056	-	157,056
University of Trinity College, Toronto, Ont.	1,049,814	10,049	34,848	-	1,094,711	69,621	-	35,165	3,481	108,267	107,268	-	107,268
Queen's University, Kingston, Ont.	2,286,689	2,754,585	238,100	-	5,279,374	106,755	211,000	158,824	12,313	488,892	486,974	-	486,974
Western University, London, Ont. (1921)	-	500,000	-	-	500,000	-	139,000	23,000	491,000	653,000	203,000	450,000	653,000
University of Ottawa, Ottawa, Ont.	-	851,300	-	-	851,300	-	-	103,764	55,956	159,720	145,324	-	145,324
McMaster University, Toronto, Ont.	1,022,159	4,668,829	20,267	-	1,509,255	53,503	-	32,738	-	86,241	73,627	-	73,627
Total, Ont.	5,449,134	5,768,462	293,215	54,864	19,805,677	387,107	2,237,000	736,848	695,043	4,055,998	2,978,794	727,277	3,706,071
University of Manitoba, Winnipeg, Man.	1,600,000	2,000,000	-	-	3,600,000	76,566	705,380	4,395	890,240	511,591	209,560	-	721,151
University of Saskatchewan, Saskatoon, Sask.	75,112	2,767,634	-	8,400	2,859,546	1,306	506,975	25,431	3,143	536,855	516,970	288,197	895,147
University of Alberta, Edmonton, Alta.	-	4,500,138	448,706	153,113	5,101,957	-	427,825	51,560	541,970	1,021,355	1,026,119	450,000	1,476,119
University of British Columbia, Vancouver, B.C.	30,050	388,771	188,542	148,457	755,820	1,725	489,500	44,798	22,424	558,447	501,185	48,590	549,775
Grand total	25,810,236	29,552,795	2,260,406	741,185	66,604,624	1,475,628	4,527,116	1,994,076	1,613,010	9,609,830	7,791,024	2,491,390	10,444,935

Name—Nom ¹	Assets—d'actif				Sources of income—Sources de revenus					Total Income Total des revenus	Expenditure—Dépenses		
	Endowment — Dotations	Land and Buildings — Terrains et bâti- ments	Scientific Equipment — Appareils scientifi- ques	Other Property — Autres proprié- tés	Total Assets — Total d'actif	Invest- ments — Place- ments	Government Grants — Allocations des gou- vernements	Fees — Contributions des étudiants	Other Sources — Autres sources		Current — Courantes	Capital — Capital	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Prince of Wales College, (1921).....	-	450,000	2,000	-	452,000	-	25,000	1,400	-	26,400	22,000	3,000	25,000
Presbyterian College,.....	-	-	-	-	-	-	-	-	-	-	-	-	-
College of Saint-Anne.....	-	-	1,000	-	-	-	-	20,000	-	20,000	18,000	2,000	20,000
Technical College, Halifax.....	-	246,000	210,000	-	456,000	-	124,985	8,504	-	133,489	133,489	15,907	149,396
Agricultural College, Truro.....	-	400,000	25,000	-	425,000	-	73,338	-	-	73,338	56,566	4,951	61,517
Holy Heart Theological College.....	-	-	-	-	-	-	-	20,250	-	20,250	20,250	-	26,300
St. Mary's College.....	-	155,000	3,000	-	158,000	500	-	23,000	5,000	28,500	27,000	6,000	33,000
Macdonald College.....	4,000,000	3,500,000	250,000	-	7,750,000	216,000	10,904	21,740	189,490	438,134	426,134	12,000	438,134
Ecoles des Hautes Etudes Commerciales.....	-	652,140	33,282	-	685,422	-	65,000	9,794	-	21,799	96,593	-	82,908
Presbyterian College, Montreal.....	37,410	170,000	10,000	-	217,410	23,721	-	-	6,636	30,357	23,135	8,248	31,383
Montreal Diocesan Theological College.....	191,594	104,649	-	9,556	305,799	10,890	-	8,832	6,095	25,817	25,748	-	25,748
Congregational College of Canada.....	139,105	85,000	-	-	224,105	7,914	-	-	8,193	16,107	13,418	-	13,418
Wesleyan Theological College (1921).....	129,552	300,000	-	-	429,552	6,482	-	-	307	18,000	24,289	-	25,317
Wycliffe College (1921).....	291,245	224,814	-	27,394	543,453	18,401	-	150	64,386	82,937	67,281	14,506	81,787
Knox College, Toronto, Ont.....	461,532	-	-	700,000	1,161,532	27,354	-	116	18,883	46,353	51,808	-	51,808
St. Michael's College.....	-	-	-	-	-	-	-	-	-	-	-	-	-
Ontario Agricultural College.....	-	2,000,000	-	-	2,000,000	-	-	-	-	-	-	-	329,110
Ontario College of Art.....	-	124,781	-	-	124,781	-	25,000	9,630	366	34,996	-	-	30,818
Ontario College of Pharmacy.....	14,580	50,400	10,250	12,500	87,730	557	-	40,800	6,286	47,643	35,230	-	35,230
Ontario Law School.....	-	-	-	-	-	-	-	71,014	-	71,014	23,930	-	23,930
Toronto Bible College.....	-	-	-	-	-	2,178	-	1,500	14,614	18,292	16,335	2,300	18,635
Royal College of Dental Surgeons of Ont.....	-	375,000	100,000	-	475,000	-	13,029	142,929	142,880	298,838	264,897	33,941	298,838
Ontario Veterinary College.....	-	350,000	10,000	-	360,000	-	49,000	7,500	-	56,500	48,000	-	48,000
Waterloo College, Luth. Theol. Seminary.....	-	65,000	1,000	2,000	68,000	-	-	3,585	14,000	17,585	18,000	-	18,000
Huron College.....	85,892	44,343	-	-	130,235	7,746	-	3,316	5,310	16,372	13,967	-	13,967
St. Jerome's College.....	40,000	200,000	-	-	240,000	2,000	-	50,000	-	52,000	40,000	-	40,000
Royal Military College.....	-	-	-	-	-	-	-	-	-	-	-	-	463,212
Brandon College.....	108,834	173,700	-	71,904	354,438	8,674	-	20,445	126,778	155,897	91,531	70,624	162,155
The Manitoba Law School.....	-	-	-	-	-	-	-	6,794	6,794	14,042	-	-	14,700
Wesley College.....	299,478	725,790	1,000	-	1,026,268	18,933	-	15,103	29,020	63,056	81,958	-	81,958
Manitoba College.....	200,122	400,000	-	30,000	630,122	9,939	-	19	34,606	44,564	44,564	-	44,564
Manitoba Agricultural College.....	-	-	-	-	4,000,000	-	133,392	-	89,100	222,492	222,492	-	222,492
Emmanuel College.....	6,319	70,791	-	-	77,110	747	-	19,957	20,704	19,794	19,794	-	19,794
Presbyterian Theological College.....	-	175,000	-	-	175,000	-	-	200	13,821	14,021	14,021	-	14,021
St. Chad's College.....	7,385	135,000	-	-	142,385	627	-	2,218	4,272	7,117	-	-	-
Alberta College.....	3,000	175,000	2,000	-	180,000	-	-	8,200	28,400	36,600	33,100	4,000	37,100
Edmonton Jesuit College.....	-	180,000	1,000	14,000	195,000	-	-	38,169	5,266	43,435	41,715	-	41,715
Robertson College.....	40,064	19,632	4,716	3,608	68,020	1,965	-	-	11,941	13,906	11,891	-	11,891
Institute of Technology and Art (1921).....	-	93,575	56,519	1,556	151,650	-	-	1,540	-	1,540	9,939	75,625	85,564
Anglican Theological College, of B.C.....	22,375	-	-	53,537	75,912	3,667	-	1,435	6,787	11,889	11,566	-	11,566
Columbia Methodist College.....	10,000	-	135,841	-	145,841	609	1,311	36,198	11,960	50,078	42,949	5,100	48,049
Total.....	6,088,487	11,645,615	856,608	926,055	23,515,765	368,904	520,959	575,142	910,640	2,375,645	2,058,683	258,202	3,181,028

¹For address see Table 98—Pour l'adresse voir tableau 98 ²Net expenditure after receipts from farm to the amount of \$16,772, forwarded to the government were deducted²Les dépenses nettes après les recettes de la ferme (\$16,772) remises au gouvernement furent déduites.

106.—Universities and colleges of Canada: Financial Statistics, 1921-22

106.—Universités et collèges du Canada: Statistiques financières, 1921-22

Universities and Colleges	Endowments Dota- tions	Total Assets Total d'actif	Source of Income—Sources de revenu					Expenditure—Dépenses			Universités et collèges
			Invest- ments Place- ments	Gov. and Municipal Grants Alloca- tions gouv. et munic.	Fees Contri- butions des étudiants	Other Sources Autres sources	Total Income Total des revenus	Current Courantes	Capital	Total	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Universities—											Universités—
State controlled.....	1,725,162	21,468,325	144,143	4,041,680	600,793	674,307	5,460,923	4,402,905	1,273,604	5,676,509	Sous contrôle d'état.
Other undenominational.....	17,329,121	31,055,997	899,529	257,305	717,693	158,068	2,032,595	1,979,680	640,145	2,619,825	Neutres.
Denominational.....	6,755,953	14,080,302	431,956	228,131	675,590	780,635	2,116,312	1,408,439	577,641	2,147,701	Congregational.
Total Universities.....	25,810,236	66,604,624	1,475,628	4,527,116	1,994,076	1,613,010	9,609,830	7,791,024	2,491,390	10,444,035	Total Universités.
Colleges—											Collèges—
Agricultural.....	4,000,000	6,791,440	—	288,281	8,021	89,100	385,402	279,058	4,951	784,862	Pour agriculture.
Technical.....	—	607,650	—	124,985	10,044	—	133,029	143,428	91,532	234,960	Technique.
Law.....	—	—	—	—	78,262	6,794	85,056	23,930	—	38,630	Pour loi.
Dental, Pharmacy and Veterinary...	14,580	922,730	557	62,029	191,229	149,166	402,981	348,127	33,941	382,068	Dentaire, pharmaceutiques et vétéri- naires.
Theological.....	1,578,185	4,211,225	97,910	—	50,128	269,265	417,303	366,810	20,806	413,916	Théologiques.
Affiliated for Arts, etc.....	4,495,722	10,538,957	270,437	37,215	226,055	374,150	907,857	814,422	106,972	921,394	Affiliés.
Classical.....	—	—	—	19,000	—	—	—	—	—	—	Classiques
Miscellaneous.....	—	810,203	—	90,000	19,424	22,165	131,589	82,908	—	576,938	Variés.
Total Colleges.....	10,088,487	23,882,205	368,904	621,510	583,163	910,640	2,465,217	2,058,683	258,202	3,352,768	Total collèges.
Grand Total Universities and Colleges.	31,898,723	90,486,829	1,844,532	5,148,626	2,577,239	2,523,650	12,075,047	9,849,707	2,749,592	13,796,803	Grand total.

107.—Universities and Colleges of Canada: Number of Students by Faculties, Etc., 1921-22

107.—Universités et collèges du Canada: Nombre d'étudiants par facultés, 1921-22

Name of Faculty—Nom de Faculté	Universities—Universités				Colleges—Collèges				Total (excluding duplicates)—(sans double emploi)			
	Institu- tions	Students—Etudiants			Institu- tions	Students—Etudiants			Institu- tions	Students—Etudiants		
		M.—H.	W.—F.	Total		M.—H.	W.—F.	Total		M.—H.	W.—F.	Total
Preparatory Courses—Cours préparatoires en lettres, etc.	8	4,190	2,267	6,457	15	1,664	201	1,865	23	5,854	2,468	8,322
Undergraduate Courses in Arts and Pure Science—Cours en lettres, etc. pour sous gradués	23	6,859	3,872	10,731	11	217	242	459	31	6,483	3,806	10,289
Graduate Courses—Cours pour gradués	18	712	300	1,012	5	92	6	98	22	787	304	1,091
Medicine—Médecine	10	3,134	154	3,288	1	7	—	7	11	3,141	154	3,295
Engineering and Applied Science—Génie et science appliqué	13	2,513	3	2,516	1	51	—	51	14	2,564	3	2,567
Music—Musique	4	278	717	995	2	17	215	232	6	295	932	1,227
Theology—Théologie	11	854	11	865	21	548	164	712	32	1,402	175	1,577
Social Service—Oeuvres sociales	3	50	438	488	—	—	—	—	3	50	438	488
Commerce	7	840	26	866	4	150	18	168	10	871	44	915
Law—Droit	9	636	17	653	2	436	17	453	10	1,063	32	1,095
Pharmacy—Pharmacie	7	352	29	381	1	122	22	144	8	474	51	525
Banking—Banque	1	250	—	250	—	—	—	—	1	250	—	250
Dentistry—Art dentaire	4	418	3	421	1	822	15	837	5	1,240	18	1,258
Architecture	4	52	—	52	—	—	—	—	4	52	—	52
Agriculture	6	487	8	495	5	763	431	1,194	9	1,131	439	1,570
Education—Pédagogie	4	296	195	491	1	4	173	177	5	300	368	668
Household Science—Science ménagère	5	—	302	302	4	—	377	377	8	—	589	589
Nursing—Guériculture	7	—	212	212	—	—	—	—	7	—	212	212
Forestry—Forestier	3	107	—	107	—	—	—	—	3	107	—	107
Veterinary Medicine—Médecine vétérinaire	1	20	—	20	1	122	22	144	2	142	22	162
Summer School for Teachers—Cours d'été pour instituteurs	6	332	351	683	7	301	1,051	1,352	13	633	1,402	2,035
Summer School for other than Teachers—Cours d'été pour autres que les instituteurs	4	363	122	485	9	1,012	162	1,174	12	1,375	240	1,615
Other Short Courses—Autres cours abrégés	3	622	905	1,527	2	2,570	—	2,570	5	3,192	905	4,097
Correspondence—Correspondance	4	763	617	1,380	6	335	32	367	10	1,098	649	1,747
All Other Courses—Tous autres	7	174	172	346	2	156	9	165	9	330	181	511

² Including 691 duplicates.—Y compris 691 double emploi.

13.—PRIVATE SCHOOLS—ÉCOLES PRIVÉES

108—Private Elementary and Secondary Schools in Canada: General summary by Provinces, 1922

108—Écoles élémentaires et secondaires privées au Canada: Résumé général par provinces, 1922

Province	Number of institutions — Nombre d'institutions	Number on teaching staff — Nombre du personnel enseignant	No. of Pupils in Residence — No. d'élèves dans résid.			Number of Pupils enrolled — Nombre d'élèves inscrits				
			Boys — Garçon	Girls — Filles	Total	In Elem-entary grades — Degrés élémentaires	In Second-ary grades — Degrés secondaires	Special work only — Cours spéciaux	Unspec-ified by grades — Non spéci-fiés par degrés	Total
P.E.I.—I.P.-E.....	4	19	9	71	80	392	63	3	39	497
N.S.—N.-E.....	7	110	234	388	622	761	459	170	—	1,390
N.B.—N.-B.....	3	28	90	74	164	252	123	16	—	391
Ont.....	38	530	1,247	1,378	2,625	2,701	4,086	814	537	8,138
Man.....	6	38	70	148	218	243	419	24	11	697
Sask.....	39	138	556	763	1,319	1,960	473	—	81	2,514
Alta.....	18	163	637	506	1,143	1,231	576	682	—	2,489
B.C.—C.-B.....	6	63	62	192	254	740	281	47	215	1,290
Total..	121	1,089	2,905	3,520	6,425	8,280	6,480	1,756	883	17,386

SUMMARY OF 8 PROVINCES (QUEBEC NOT INCLUDED).—RÉSUMÉ DES 8 PROVINCES (NON COMPRIS LES ÉCOLES DE QUÉBEC)

1. Control: Roman Catholic, 45 Non-sectarian, 21 Anglican, 11 Methodist, 6 Baptist, 4 Presbyterian, 2 Mennonite, 2. Lutheran, 8 Unspecified, 22.
 1. Contrôle: Catholique, 45 Neutre, 21 Angliëan, 11 Méthodiste, 6 Baptiste, 4 Presbytérien, 2 Luthérien, 8 non-spécifié, 22.

109—Private Elementary and Secondary Schools: Distribution of Secondary Grade Pupils by Subjects of Study, 1922

109—Écoles élémentaires et secondaires privées: répartition des élèves secondaires par matières d'études, 1922

Subjects	Grade IX Degré		Grade X Degré		Grade XI Degré		Grade XII Degré		Special Spécial		Total	Matières
	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.	B.-G.	G.-F.		
Algebra.....	219	669	274	483	365	561	93	114	13	3	2,794	Algèbre
Arith and Mens.....	158	622	194	325	53	46	—	2	—	10	1,510	Arithm. et Mens.
Botany.....	54	296	12	358	2	6	12	11	—	—	731	Botanique
Chemistry.....	8	31	140	159	285	399	21	70	—	—	1,113	Chimie
Civics.....	144	388	79	182	—	203	—	35	—	76	1,107	Histoire civique
Eng. Comp.....	209	682	286	589	339	561	88	148	10	74	2,986	Comp. anglaise
Eng. Liter.....	245	705	267	585	368	570	86	153	—	74	3,053	Littérature anglaise
French.....	184	663	247	545	303	497	95	130	—	40	2,704	Français
French (oral).....	8	369	34	241	33	252	20	45	—	36	1,038	Français (oral)
Elem. Science.....	106	303	—	305	—	11	—	—	—	—	725	Sciences élémentaires
Geog. general.....	221	580	24	193	42	—	—	—	20	—	1,060	Géog. générale
Geog. Physical.....	82	249	76	325	20	30	—	—	—	—	782	Géog. phys.
Geometry.....	86	246	276	494	380	415	89	105	—	4	2,195	Géométrie
German.....	65	51	69	64	38	39	14	10	—	8	358	Allemand
Greek.....	5	—	27	19	8	12	5	—	—	3	79	Grec
Hist. Ancient.....	58	99	91	87	143	448	—	31	—	—	957	Histoire ancienne
Hist. British.....	69	164	151	248	323	467	1	75	—	14	1,512	Hist. britannique
Hist. Can.....	114	556	165	199	139	128	—	31	—	3	1,335	Hist. Can.
Hist. Church.....	17	339	38	313	4	278	—	70	—	3	1,032	Hist. écl.
Hist. European.....	—	8	21	70	42	14	10	58	—	3	226	Hist. européenne
Hist. French.....	—	6	—	2	—	21	—	14	—	1	44	Hist. française
Latin.....	226	714	251	530	261	478	48	109	—	8	2,625	Latin
Physics.....	87	107	175	146	216	373	27	40	—	3	1,147	Physique
Physiology.....	—	18	—	35	—	6	—	—	—	67	126	Physiologie
Psychology.....	33	—	26	—	30	—	—	—	—	23	132	Psychologie
Religious Instruction.....	45	474	18	444	26	408	—	131	—	262	448	Enseignement relig.
Spanish.....	—	14	2	6	9	—	28	—	9	—	68	Espagnol
Spanish (Oral).....	—	14	—	6	5	9	—	—	—	—	34	Espagnol (oral)
Italian.....	—	—	—	—	—	10	—	—	—	—	10	Italien
Swedish.....	1	1	2	1	4	—	—	—	—	—	9	Suëdois
Trigonometry.....	—	127	8	89	39	25	97	24	—	3	412	Trigonometrie
Zoology.....	—	46	—	4	116	—	—	21	—	—	187	Zoologie
Book-Keeping.....	17	35	10	34	40	6	2	—	—	—	76	Tenue des livres
Business Law.....	15	50	—	54	—	—	—	—	—	—	61	Droit commercial
Shorthand.....	1	76	3	64	12	—	—	—	—	—	103	Sténographie
Typewriting.....	1	76	2	64	4	—	—	—	—	—	106	Daëtylographie
Agriculture.....	—	40	—	16	—	6	—	—	—	—	62	Agriculture
Art.....	41	262	5	326	—	51	—	6	—	93	778	Art
Domestic Science.....	—	247	—	139	—	85	—	17	—	127	615	Science ménagère
Elocution.....	4	238	1	161	5	159	—	20	—	59	647	Elocution
Manual Training.....	45	—	26	—	10	—	—	—	23	—	104	Travaux manuels
Mechanical Drawing.....	26	37	17	—	5	12	—	8	—	43	148	Dessin méchanique
Military Drill.....	81	28	89	10	115	9	11	4	106	75	528	Exercices militaire
Music.....	27	424	15	364	20	259	2	51	10	555	1,727	Musique
Physical Culture.....	151	535	185	415	209	444	38	108	20	378	2,483	Culture physique
Total sampled....	431	910	412	603	492	680	130	117	106	332	4,133	Total ainsi classifiés

110.—Private, Elementary and Secondary Schools in Canada; Teachers' Classification, Experience and Salaries 1922.

110.—Ecoles élémentaires et secondaires privées au Canada; Catégorie, expériences et moyenne de traitement 1922.

Classification, Experience and Salaries Diplôme, expérience et traitement	Class of Work taught and Sex Catégorie et sexe										
	Elementary Elémentaires		Secondary Secondaires		Technical Techniques		Unspecified Non-spécifiés		Total		
	M-H	F.	M.-H.	F.	M.-H.	F.	M.-H.	F.	M.-H.	F.	Total
Classification—Diplôme—											
University Graduates.....	16	13	100	64	23	16	9	76	148	169	317
Academic—Académique.....	1	1	-	3	-	-	-	-	1	4	5
First Class—1ère classe.....	-	8	5	11	1	-	-	-	6	19	25
Second Class—2me classe.....	-	14	3	9	1	8	-	-	4	31	35
Other Classes—Autres.....	11	32	21	23	15	60	-	-	47	115	162
Religious—Religieux.....	-	85	3	48	1	53	-	8	4	194	198
Class not given—Non spécifiés.....	17	35	10	20	17	32	11	19	55	106	161
Total.....	45	188	142	178	58	169	20	103	265	638	903
Experience—											
Under—Sous 2 years—ans.....	6	15	13	6	-	17	-	-	19	38	57
2-10 ".....	22	74	58	54	29	51	-	4	109	183	292
11-20 ".....	5	39	27	36	4	18	-	2	36	95	131
21 and over—et plus.....	7	18	33	36	6	15	1	2	47	71	118
Unspecified—Non-spécifiée.....	5	42	11	46	19	68	19	95	54	251	305
Total.....	45	188	142	178	58	169	20	103	265	638	903
Salaries—Traitement—											
Under—Moins de \$1,000.....	7	48	8	16	11	38	-	-	26	102	128
\$1,000 and under—et moins de \$1,000.....	4	13	16	28	4	27	-	-	24	68	92
\$1,500 " " " \$2,000.....	4	-	17	14	3	8	-	-	24	22	46
\$2,000 " " " \$2,500.....	2	-	4	2	2	-	1	-	12	2	14
\$2,500 " " " \$3,000.....	-	-	4	-	-	-	-	-	4	-	4
\$3,000 " " " \$4,000.....	6	-	16	-	-	-	1	-	23	-	23
\$4,000 and over—ou plus.....	-	-	6	-	-	-	-	-	6	-	6
Salaries not given—traitement non indiqué...	22	127	68	118	38	96	18	103	146	444	590
Total.....	45	188	142	178	58	169	20	103	265	638	903

M—Males—H—Hommes.

111.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in 8 provinces (Quebec not included) by grade, sex and age 1922

111.—Ecoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
K.—E.M.	B.—G.	32	25	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	G.—F.	46	86	29	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
I.....	B.—G.	56	145	157	93	52	31	17	6	3	1	-	-	-	-	-	-	-			
	G.—F.	60	229	277	154	54	16	12	7	1	1	1	-	-	-	-	-	-			
II.....	B.—G.	-	20	53	135	80	53	29	11	3	1	-	-	-	-	-	-	-			
	G.—F.	-	18	131	224	156	55	22	7	5	1	-	-	-	-	-	-	-			
III.....	B.—G.	-	2	22	25	54	69	50	31	10	9	9	3	-	-	-	-	-			
	G.—F.	-	-	26	86	169	135	93	41	17	7	6	3	-	-	-	-	-			
IV.....	B.—G.	-	-	-	17	55	57	50	40	19	15	-	2	-	-	-	-	-			
	G.—F.	-	-	3	30	139	170	107	69	31	12	7	1	-	-	-	-	-			
V.....	B.—G.	-	-	-	2	34	83	54	48	27	9	9	3	1	1	1	-	-			
	G.—F.	-	-	-	8	50	137	199	125	53	24	8	6	1	4	2	-	-			
VI.....	B.—G.	-	-	-	-	1	63	73	78	41	21	7	1	1	1	1	-	-			
	G.—F.	-	-	-	-	20	58	111	163	65	49	27	15	5	-	-	-	-			
VII.....	B.—G.	-	-	-	-	-	3	66	83	73	48	17	4	5	3	1	1	-			
	G.—F.	-	-	-	-	-	11	59	140	182	89	41	12	6	4	1	-	-			
VIII.....	B.—G.	-	-	-	-	-	-	21	50	80	92	30	12	12	8	7	5	19			
	G.—F.	-	-	-	-	-	-	14	82	146	200	93	52	18	3	2	4	5			
IX.....	B.—G.	-	-	-	-	-	-	2	20	125	147	152	85	34	18	21	18	35			
	G.—F.	-	-	-	-	-	-	5	35	147	263	330	196	77	22	16	12	14			
X.....	B.—G.	-	-	-	-	-	-	-	4	17	132	193	175	83	46	17	16	45			
	G.—F.	-	-	-	-	-	-	-	3	33	85	188	288	146	64	15	9	25			
XI.....	B.—G.	-	-	-	-	-	-	-	-	1	10	70	208	193	102	61	28	77			
	G.—F.	-	-	-	-	-	-	-	-	3	23	111	240	281	155	67	40	48			
XII.....	B.—G.	-	-	-	-	-	-	-	-	-	-	11	22	59	71	24	14	9			
	G.—F.	-	-	-	-	-	-	-	-	-	-	4	20	35	40	8	7	7			
Spe.—Spé.	B.—G.	-	-	-	-	-	-	-	-	-	-	-	5	8	14	9	12	19			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	2	12	15	22	42	29			
Total.....	B.—G.	93	192	239	272	276	359	362	371	399	485	505	523	402	259	142	94	221			
	G.—F.	106	333	466	505	588	582	622	675	695	769	838	876	641	375	236	102	113			
Total.		199	525	705	777	864	941	984	1,046	1,094	1,254	1,341	1,399	1,043	634	378	196	334			
Unclassified by grades—Non-classifiés par degré.....																			1,373		
Unclassified by grade and sex—Non-classifiés par degré et sexe.....																			2,299		
Pupils in Special Classes, unspecified by age and sex—Elèves dans des cours spéciaux non spécifiés par âge et sexe.....																			17,886		
Grand total.....																			17,886		

112.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Prince Edward Island by grade, sex and age 1922

112.—Ecoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge. Ile du Prince Edouard, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
I.....	B.—G.	6	17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	3	38	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
II.....	B.—G.	-	-	-	20	11	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	16	34	17	1	-	-	-	-	-	-	-	-	-	-	-			
III.....	B.—G.	-	-	-	-	8	13	2	5	5	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	20	23	12	-	-	-	-	-	-	-	-	-	-			
IV.....	B.—G.	-	-	-	-	2	4	19	11	7	3	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	2	3	5	12	-	4	-	-	-	-	-	-	-			
V.....	B.—G.	-	-	-	-	-	3	5	12	-	4	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	4	6	7	3	-	-	-	-	-	-	-			
VI.....	B.—G.	-	-	-	-	-	-	-	4	6	7	3	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	5	11	9	-	-	-	-	-	-			
VII.....	B.—G.	-	-	-	-	-	-	-	-	-	2	9	7	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	5	6	4	1	-	-	-			
VIII.....	B.—G.	-	-	-	-	-	-	-	-	-	-	4	9	1	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	4	9	1	-	-	-			
IX.....	B.—G.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
X.....	B.—G.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
XI.....	B.—G.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
XII.....	B.—G.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Spe.—Spé.	B.—G.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total.....	B.—G.	6	17	-	20	11	-	-	-	-	-	-	-	-	-	-	-	-			
	G.—F.	3	38	34	64	59	37	25	35	23	30	17	13	2	3	-	-	-			
Total.		9	55	34	84	70	37	25	35	23	30	17	13	2	3	-	-	-			
Unclassified by grades—Non-classifiés par degré.....																			25		
																			35		
Grand total.....																			497		

¹ K. = Kindergarten; Spe. = Special.—E. M. = Ecole Maternelle; Spé. = Spécial.

113.—Private Elementary and Secondary Schools in Canada: Distribution of pupils enrolled during year in Nova Scotia by grade, sex and age, 1922

113.—Écoles élémentaires et secondaires privées au Canada: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouvelle-Ecosse, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		5 ²	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ³			
K.—E. M.	B.—G.																				
	G.—F.		13																	13	
I.	B.—G.	3	22	22	5	4	4													60	
	G.—F.		2	18	5	9	1	3												39	
II.	B.—G.		3	16	21	10	5	5												60	
	G.—F.			2	11	9	8	6	1											39	
III.	B.—G.		2	1	2	10	10	3	4	2										34	
	G.—F.			1		15	1	1	1	1										20	
IV.	B.—G.					7	4	6	4	7										28	
	G.—F.				2	3	24	6	7	2	2									46	
V.	B.—G.						6	1	6	3	1		6							23	
	G.—F.				2		19	19	7	3	2									52	
VI.	B.—G.						2	1	7	5	3	1								19	
	G.—F.						3	1	23	2	3	5								37	
VII.	B.—G.							10	1	2	2	1		1						17	
	G.—F.							3	7	17	1	4	1							33	
VIII.	B.—G.								9	11	11	8	4		3	4	1	3		60	
	G.—F.								1	2	3	23								29	
IX.	B.—G.										10	11		5	2					39	
	G.—F.										5	9		29	3					46	
X.	B.—G.											13	24	13	9	7				66	
	G.—F.												5	32	7	2				46	
XI.	B.—G.												13	22	17	7	5	1	3	68	
	G.—F.												1	2	25	6	4	2		40	
XII.	B.—G.															6	4	1		12	
	G.—F.															8	7	10		50	
¹ Spe.—Spé.	B.—G.													4	6	8			15	34	
	G.—F.																71			71	
Total.	B.—G.	3	27	39	31	31	31	35	33	33	41	60	49	38	23	15	11	24	524		
	G.—F.		15	21	20	36	56	40	48	34	42	44	39	38	12	76	2		523		
	Total	3	42	60	51	67	87	75	81	67	83	104	88	76	35	91	13	24	1,047		
																	Boys—Garçons.	524			
																	Girls—Filles.	523			
Unclassified by grades—Non-classifiés par degré.																		343			
Grand total.																		1,390			

114.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in New Brunswick, by grade, sex and age, 1922

114.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Nouveau-Brunswick, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		5 ²	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 ³			
K.—E. M.	B.—G.																				
	G.—F.																				
I.	B.—G.																				
	G.—F.		24	22																46	
II.	B.—G.																				
	G.—F.			18																20	
III.	B.—G.						1													1	
	G.—F.				8	20														28	
IV.	B.—G.							1	3											4	
	G.—F.					18	6													24	
V.	B.—G.																				
	G.—F.							7	30											37	
VI.	B.—G.								2	6										8	
	G.—F.								10	8										18	
VII.	B.—G.										8	6	2							22	
	G.—F.									6	15	13								28	
VIII.	B.—G.																				
	G.—F.											6	7	3						16	
IX.	B.—G.										2	5	8	5						20	
	G.—F.												31	5						36	
X.	B.—G.											2	5	5	4	1				17	
	G.—F.													16	4					20	
XI.	B.—G.													5	14	5				24	
	G.—F.														4	2				6	
XII.	B.—G.																				
	G.—F.																				
¹ Spe.—Spé.	B.—G.														4	6				16	
	G.—F.																				
Total.	B.—G.						2	5	12	10	13	15	15	18	6					96	
	G.—F.		24	40	10	38	13	40	8	15	19	38	24	12	8	6				295	
	Total		24	40	10	38	15	45	20	25	32	53	39	30	14	6				391	

¹ K.= Kindergarten; Spe.= Special.—E. M.=Ecole Maternelle; Spé.=Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including all over 21 years of age.—Y compris de 21 ans.

REPORT ON EDUCATION STATISTICS

115.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Ontario, by grade, sex and age 1922

115.—Ecoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Ontario, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
K.—E. M.	B.—G.	—	2	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	15	40	22	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
I.	B.—G.	3	19	47	26	18	8	9	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	9	37	32	54	11	3	—	—	—	—	—	—	—	—	—	—	—	—		
II.	B.—G.	—	—	9	26	7	4	3	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	2	27	67	7	50	12	2	1	—	—	—	—	—	—	—	—	—		
III.	B.—G.	—	—	1	11	7	4	1	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	6	38	45	42	13	3	2	—	—	—	—	—	—	—	—	—		
IV.	B.—G.	—	—	—	4	5	8	2	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	2	14	31	35	28	10	6	—	—	—	—	—	—	—	—	—		
V.	B.—G.	—	—	—	2	22	34	18	8	5	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	4	34	44	63	30	13	4	2	—	—	—	—	—	—	—		
VI.	B.—G.	—	—	—	—	—	43	34	30	17	6	2	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	1	17	34	45	45	10	3	—	—	—	—	—	—	—		
VII.	B.—G.	—	—	—	—	—	—	47	38	35	19	4	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	9	43	75	72	28	15	7	—	—	—	—	—		
VIII.	B.—G.	—	—	—	—	—	—	11	28	39	30	12	1	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	11	56	94	99	36	14	4	—	—	—	—	—		
IX.	B.—G.	—	—	—	—	—	—	2	15	91	54	67	28	13	5	5	4	—	—		
	G.—F.	—	—	—	—	—	—	5	23	105	158	132	111	37	8	2	1	—	—		
X.	B.—G.	—	—	—	—	—	—	—	4	16	101	114	53	15	8	3	2	—	—		
	G.—F.	—	—	—	—	—	—	—	2	30	55	109	109	55	20	—	—	—	—		
XI.	B.—G.	—	—	—	—	—	—	—	—	1	16	41	118	79	47	22	9	18	—		
	G.—F.	—	—	—	—	—	—	—	—	2	17	69	139	133	88	22	2	2	—		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	10	19	50	65	16	2	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	2	7	16	20	3	—	—	—		
Spe.—Spé.	B.—G.	—	—	—	—	—	—	—	—	—	—	5	4	8	1	2	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	2	12	15	22	41	61	53	35	28	10		
Total	B.—G.	3	21	61	69	59	104	127	124	208	221	255	223	166	126	48	19	36	1,870		
	G.—F.	24	79	139	179	188	179	210	245	351	386	394	428	306	190	62	31	16	3,407		
Total	Total	27	100	200	248	247	283	337	369	559	607	549	651	472	316	110	50	52	5,277		
Unclassified by grades—Non classifiés par degré																			Boys—Garçons... 1,125		
Grand total																			(Girls—Filles.... 1,716		
																			8,118		

116.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Manitoba, by grade, sex and age 1922

116.—Ecoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Manitoba, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
K.—E. M.	B.—G.	5	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	8	4	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
I.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	3	14	13	8	1	—	—	—	—	—	—	—	—	—	—	—	—	—		
II.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	1	6	4	—	—	1	—	—	—	—	—	—	—	—	—	—	—		
III.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	3	8	14	1	—	—	—	—	—	—	—	—	—	—		
IV.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	1	11	6	2	—	—	—	—	—	—	—	—	—	—		
V.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	6	12	10	1	—	—	—	—	—	—	—	—		
VI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	1	6	13	6	3	2	—	—	—	—	—		
VII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	10	13	18	3	—	—	—	—	—		
VIII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
IX.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
X.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
XI.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
XII.	B.—G.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Total	B.—G.	5	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
	G.—F.	11	19	20	13	15	21	35	39	39	30	62	40	56	35	21	11	16	24		
Total	Total	16	20	20	13	15	21	35	39	39	31	63	50	74	51	36	27	38	66		
Unclassified by grades—Non classifiés par degré																			Boys—Garçons... 39		
Grand total																			(Girls—Filles.... 38		
																			697		

¹ K. = Kindergarten; Spe. = Special.—E. M. = Ecole Maternelle; Spé. = Spécial.

² Including those under 5 years of age.—Y compris moins de 5 ans.

³ Including all over 21 years of age.—Y compris de 21 ans.

117—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Saskatchewan, by grade, sex and age, 1922.

117—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année par degré, sexe et âge, Saskatchewan, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
I.....	B.—G..	30	52	51	41	17	6	1	2	3	-	-	-	-	-	-	-	-	-	203	
	G.—F..	35	62	81	50	13	4	4	4	4	-	-	1	-	-	-	-	-	-	255	
II.....	B.—G..	-	3	13	39	31	32	12	6	1	-	-	-	-	-	-	-	-	-	137	
	G.—F..	-	14	41	52	37	20	7	3	2	-	-	-	-	-	-	-	-	-	176	
III.....	B.—G..	-	-	7	17	31	32	21	3	7	6	-	-	-	-	-	-	-	-	125	
	G.—F..	-	-	19	25	34	32	25	17	7	2	1	-	-	-	-	-	-	-	162	
IV.....	B.—G..	-	-	-	7	20	32	22	20	11	10	-	-	-	-	-	-	-	-	122	
	G.—F..	-	-	1	9	45	39	19	24	7	6	3	-	-	-	-	-	-	-	154	
V.....	B.—G..	-	-	-	-	6	12	20	20	13	5	1	1	1	1	-	-	-	-	84	
	G.—F..	-	-	-	-	8	29	38	31	18	10	3	4	-	3	1	-	-	-	145	
VI.....	B.—G..	-	-	-	-	1	11	4	13	10	4	-	-	-	-	-	-	-	-	46	
	G.—F..	-	-	-	-	1	14	20	30	19	8	3	1	2	2	-	-	-	-	99	
VII.....	B.—G..	-	-	-	-	-	-	3	10	5	5	5	-	5	2	-	-	-	-	44	
	G.—F..	-	-	-	-	-	-	6	16	19	11	7	-	1	2	-	-	-	-	64	
VIII.....	B.—G..	-	-	-	-	-	-	1	8	5	7	5	4	4	4	3	2	11	5	54	
	G.—F..	-	-	-	-	-	-	2	14	20	14	18	7	6	2	1	2	4	9	90	
IX.....	B.—G..	-	-	-	-	-	-	-	-	2	16	22	13	7	5	3	8	9	10	102	
	G.—F..	-	-	-	-	-	-	-	-	1	9	15	27	14	6	1	3	1	6	83	
X.....	B.—G..	-	-	-	-	-	-	-	-	-	1	2	13	12	14	6	5	3	8	64	
	G.—F..	-	-	-	-	-	-	-	-	-	-	8	15	9	8	1	7	-	6	54	
XI.....	B.—G..	-	-	-	-	-	-	-	-	-	-	2	12	10	7	6	1	17	55		
	G.—F..	-	-	-	-	-	-	-	-	1	1	2	5	11	20	12	8	4	18	82	
XII.....	B.—G..	-	-	-	-	-	-	-	-	-	-	-	1	1	3	1	2	4	3	15	
	G.—F..	-	-	-	-	-	-	-	-	-	-	-	1	1	5	7	1	1	2	18	
Spe.—Spé.....	B.—G..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	G.—F..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total.....	B.—G..	30	55	71	104	106	125	84	84	72	61	40	47	44	26	20	19	63	1,051		
	G.—F..	35	76	142	136	138	138	121	141	102	76	84	48	48	29	21	8	39	1,382		
Total.....		65	131	213	240	244	263	205	225	174	137	124	95	92	55	41	27	102	2,433		
Unclassified by grades—Non-classifiés par degré.....																			(Boys—Garçons)	49	
																			(Girls—Filles)	32	
Grand total.....																				2,514	

118—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in Alberta, by grade, sex and age, 1922.

118—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Alberta, 1922

Grade Degré	Sex Sexe	Age—Âge																			Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21			
K.—E.M.....	B.—G..	22	19	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44	
	G.—F..	20	26	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	
I.....	B.—G..	14	29	26	18	13	13	7	3	-	1	-	-	-	-	-	-	-	-	124	
	G.—F..	10	33	22	18	14	8	5	2	2	1	-	-	-	-	-	-	-	-	114	
II.....	B.—G..	-	1	8	21	15	12	8	3	2	1	-	-	-	-	-	-	-	-	71	
	G.—F..	-	-	11	26	18	13	6	2	2	-	-	-	-	-	-	-	-	-	79	
III.....	B.—G..	-	-	-	5	11	17	11	5	5	2	3	-	-	-	-	-	-	-	62	
	G.—F..	-	-	-	4	14	24	17	9	7	5	4	-	-	-	-	-	-	-	87	
IV.....	B.—G..	-	-	-	3	6	9	14	10	4	1	-	-	-	-	-	-	-	-	48	
	G.—F..	-	-	-	4	8	13	19	14	8	4	1	1	-	-	-	-	-	-	73	
V.....	B.—G..	-	-	-	-	6	11	14	8	2	-	2	-	-	-	-	-	-	-	45	
	G.—F..	-	-	-	-	3	7	14	11	2	2	1	2	1	-	-	-	-	-	44	
VI.....	B.—G..	-	-	-	-	-	7	15	16	6	4	3	1	1	1	-	-	-	-	56	
	G.—F..	-	-	-	-	-	3	20	26	11	2	4	1	2	2	-	-	-	-	71	
VII.....	B.—G..	-	-	-	-	-	-	6	12	21	12	5	3	-	-	-	-	-	-	62	
	G.—F..	-	-	-	-	-	-	1	3	20	32	6	4	1	1	1	-	-	-	69	
VIII.....	B.—G..	-	-	-	-	-	-	-	3	24	22	7	3	3	2	1	-	-	-	66	
	G.—F..	-	-	-	-	-	-	-	1	10	24	16	10	4	4	1	-	-	-	66	
IX.....	B.—G..	-	-	-	-	-	-	-	3	6	35	47	25	8	6	7	2	7	146		
	G.—F..	-	-	-	-	-	-	-	-	12	42	62	30	11	9	6	6	3	181		
X.....	B.—G..	-	-	-	-	-	-	-	-	-	12	10	33	65	34	15	8	5	17	187	
	G.—F..	-	-	-	-	-	-	-	-	-	8	38	85	50	22	7	8	11	229		
XI.....	B.—G..	-	-	-	-	-	-	-	-	-	-	14	47	61	33	19	11	24	209		
	G.—F..	-	-	-	-	-	-	-	-	-	-	24	62	72	36	26	24	18	262		
XII.....	B.—G..	-	-	-	-	-	-	-	-	-	-	-	2	5	6	4	6	28			
	G.—F..	-	-	-	-	-	-	-	-	-	-	-	-	4	3	3	5	1	16		
Total.....	Boys—	36	49	37	47	51	69	75	63	70	88	114	152	112	63	43	23	56	1,148		
	G.—F..	30	59	37	52	57	69	84	85	85	93	154	195	144	74	45	44	34	1,341		
Total.....		66	108	74	99	108	138	159	148	155	181	268	347	256	137	88	67	90	2,489		

1K.= Kindergarten: Spe.= Special—E.M.=Ecole Maternelle:—Spé.=Spéciale

2Including those under 5 years of age—Y compris moins de 5 ans

3Including all over 21 years of age—Y compris de 21 ans

119.—Private Elementary and Secondary Schools: Distribution of pupils enrolled during year in British Columbia, by grade, sex and age, 1922

119.—Écoles élémentaires et secondaires privées: Répartition des élèves inscrits durant l'année, par degré, sexe et âge, Colombie Britannique, 1922

Grade Degré	Sex Sexe	Age—Âge																	Total
		25	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1K.—E.M....	B.—G..	10	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13
	G.—F..	3	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	-	9
I.....	B.—G..	-	6	11	3	-	-	-	-	-	-	-	-	-	-	-	-	-	20
	G.—F..	-	19	21	19	6	-	-	1	-	-	-	-	-	-	-	-	-	66
II.....	B.—G..	-	13	7	8	6	-	1	-	2	-	-	-	-	-	-	-	-	37
	G.—F..	-	1	10	28	25	1	-	-	-	-	-	-	-	-	-	-	-	65
III.....	B.—G..	-	-	20	-	9	6	3	-	1	-	-	-	-	-	-	-	-	39
	G.—F..	-	-	-	3	25	26	18	5	-	-	-	-	-	-	-	-	-	77
IV.....	B.—G..	-	-	-	-	17	3	3	6	-	-	-	-	-	-	-	-	-	29
	G.—F..	-	-	-	-	3	24	21	14	8	-	-	-	-	-	-	-	-	70
V.....	B.—G..	-	-	-	-	-	20	1	6	4	3	-	-	-	-	-	-	-	34
	G.—F..	-	-	-	-	1	6	12	29	13	6	2	-	-	1	-	-	-	70
VI.....	B.—G..	-	-	-	-	-	-	17	6	3	4	1	-	-	-	-	-	-	31
	G.—F..	-	-	-	-	-	-	4	8	12	19	10	13	1	-	-	-	-	71
VII.....	B.—G..	-	-	-	-	-	-	-	16	2	4	-	-	-	-	-	-	-	22
	G.—F..	-	-	-	-	-	-	1	6	7	9	8	3	5	-	-	-	-	29
VIII.....	B.—G..	-	-	-	-	-	-	-	-	-	25	2	-	-	-	-	-	-	27
	G.—F..	-	-	-	-	-	-	-	4	8	14	13	14	3	-	-	-	-	56
IX.....	B.—G..	-	-	-	-	-	-	-	-	-	18	-	-	-	-	-	-	-	18
	G.—F..	-	-	-	-	-	-	-	7	7	10	25	24	18	2	-	-	-	93
X.....	B.—G..	-	-	-	-	-	-	-	-	-	-	19	-	-	-	-	-	-	19
	G.—F..	-	-	-	-	-	-	-	-	-	-	7	15	13	9	1	-	-	45
XI.....	B.—G..	-	-	-	-	-	-	-	-	-	-	-	8	-	-	-	-	-	8
	G.—F..	-	-	-	-	-	-	-	-	-	3	2	3	7	7	1	-	-	23
XII.....	B.—G..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G.—F..	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	4
1Spe.—Spé...	B.—G..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	G.—F..	-	-	-	-	-	-	-	-	-	-	-	1	7	17	13	1	-	39
Total.....	B.—G..	10	22	38	11	32	29	25	37	9	54	19	8	-	-	-	-	-	297
	G.—F..	3	23	33	51	60	58	55	74	55	61	67	73	56	38	15	1	-	723
Total.....		13	45	71	62	92	87	80	111	64	115	70	92	64	38	15	1	-	1,020
Unclassified by grades—Non-classifiés par degré.....																			135
																			135
Grand total.....																			1,290

121.—Business Colleges: Students, fees and length of courses according to type of institution, 1922.

121.—Collèges commerciaux: Étudiants, cout et durées des cours par type d'institution, 1922.

	Number Reporting No. de collèges	Students—Étudiants			Fees—Coût				Months for Graduation. Mois pour l'obtention du diplôme	
		Day Courses Cours du jour	Night Courses Cours du soir	Total	Day Courses Cours du jour		Night Courses Cours du soir		Day Jour	Night Soir
					By Month Par mois	For Course Pour cours	By Month Par mois	For Course Pour cours		
⁴ Colleges having 200 students or over.....	33	7,063	5,070	12,133	15	115	6	52	9	13
⁵ Colleges having 100 to 199 students.....	32	2,929	1,567	4,496	15	135	6	-	8	13
⁶ Colleges having less than 100 Students.....	63	2,014	792	4,996	14	83	6	65	7	14

¹ K. = Kindergarten; Spc. = Special—E. M. = Ecole Maternelle; Spé. = Spécial.
² Including those under 5 years of age.—Y compris moins de 5 ans.
³ Including all over 21 years of age.—Y compris de 21 ans.
⁴ Collèges avec 200 étudiants ou plus.
⁵ Collèges avec 100 à 199 étudiants.
⁶ Collèges avec moins de 100 étudiants.

120.—Business Colleges (Private) in Canada: General Summary by provinces for the year ended June 30, 1922.

120.—Collèges Commerciaux (privés) au Canada: Résumé par provinces, 1922.

Description.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Total.	Description.
	I.P.E.	N.-E.	N.-B.						C.-B.		
Number of Colleges reporting.	1	4	6	21	72	9	8	5	7	133	Nombre de collèges.
Number on teaching staff	3	24	21	159	295	68	17	46	27	660	Nombre d'instituteurs.
Number of Students:											Nombre d'étudiants:
Day Courses.....	65	515	528	2,391	6,288	1,012	439	1,028	639	12,905	Cours du jour.
Night Courses.....	10	183	195	1,497	3,971	903	210	1,296	436	8,701	Cours du soir.
Courses unspecified....	—	—	—	360	1,970	13	—	—	—	2,343	Cours non indiqués.
Total.....	75	698	723	4,248	12,229	1,928	649	2,314	1,075	23,929	Total.
Males, specified.....	50	296	283	2,398	3,661	845	219	955	470	9,177	Hommes indiqués.
Females, specified.....	25	402	440	1,667	5,787	1,083	361	1,349	355	11,469	Femmes indiquées.
Subjects offered:											Sujets:
Arithmetic, commercial.	40	254	410	1,098	3,252	457	55	339	127	6,032	Arithmét. commerciale.
Arithmetic of Investment.	—	27	224	232	1,029	351	—	—	24	1,887	Arithmét. de placement
Auditing.....	—	30	184	66	1,061	323	—	8	—	1,672	Comptabilité.
Banking.....	40	135	199	189	1,612	327	20	—	—	2,522	Banque.
Book-keeping.....	40	220	268	1,285	3,393	506	127	505	18	6,362	Tenue des livres.
Business practice.....	40	221	213	584	3,554	107	67	—	138	4,924	Pratique des affaires.
Business organization and management.	—	10	189	31	926	—	20	43	—	1,219	Organisation et gérance.
Civics.....	—	—	148	72	129	24	—	—	—	373	Histoire civique.
Commercial Law.....	40	245	221	265	2,808	53	42	162	162	3,998	Droit commercial.
Commercial Geography.	—	158	—	253	173	24	3	41	17	669	Géographie commerciale
Correspondence.....	40	251	565	1,460	6,074	708	185	648	21	9,952	Correspondance.
Economic Geography..	—	—	—	334	—	—	—	3	—	337	Géographie économique.
Economic Theory.....	—	—	—	—	44	—	—	—	—	44	Théorie économique.
English Literature.....	—	45	57	361	212	—	20	185	—	880	Littérature anglaise.
English Composition...	—	42	364	879	1,965	38	20	424	18	3,750	Composition anglaise.
Filing.....	40	328	433	523	5,107	145	130	438	373	7,517	Classement.
French.....	—	2	—	1,103	124	—	—	50	—	1,279	Français.
History of Commerce and Industry.	—	10	—	139	—	—	—	—	—	149	Histoire du commerce et de l'industrie.
Business papers.....	40	45	396	398	4,762	140	64	256	50	6,151	Documents commerciaux.
Office Routine.....	50	435	394	1,286	4,693	148	139	193	365	7,706	Travail de bureau.
Penmanship.....	65	433	510	1,043	6,161	714	168	599	362	10,058	Calligraphie.
Rapid Calculation.....	25	512	561	1,378	4,123	387	177	449	112	7,724	Calcul rapide.
Secretarial duties.....	—	10	100	229	2,102	22	20	56	24	2,563	Secrétariat.
Spelling.....	75	356	633	2,250	6,510	852	210	465	381	11,732	Orthographe.
Adding Machine.....	40	9	231	255	1,964	159	96	239	35	3,028	Arithmographe.
Dictaphone.....	—	—	74	28	1,017	90	32	25	—	1,266	Dictaphone.
Mechanical Book-keeping.	—	—	—	60	422	—	20	40	—	542	Tenue des livres mécanique.
Miméograph.....	50	160	148	88	1,193	71	26	—	23	1,764	Miméographe.
Posting Machine.....	—	—	—	67	61	—	17	40	—	185	Machine à tenue des livres.
Rapid calculator.....	—	—	35	—	1,321	195	38	—	23	1,612	Calculateur rapide.
Slide Scale.....	—	—	—	21	112	—	—	—	—	1 33	Règle barème.
Typewriting.....	50	434	516	1,772	6,053	1,121	232	—	409	10,587	Dactylographie.
Shorthand:											Sténographie:
Isaac Pitman.....	—	425	410	847	3,976	738	171	—	280	6,847	Isaac Pitman.
Gregg.....	50	—	—	15	2,239	294	135	—	177	2,860	Gregg.
Paragon.....	—	—	—	139	—	144	—	—	—	283	Paragon.
Boyd.....	—	—	—	152	34	33	—	—	—	219	Boyd.
Elie.....	—	—	—	165	—	—	—	—	—	165	Elie.
Graham Pitmanic...	—	—	—	—	66	—	—	—	—	66	Graham Pitmanic.
Eclectic Simplified..	—	—	—	—	148	—	—	—	—	148	Eclectic simplifié.
Mack.....	—	—	—	—	—	—	18	—	—	18	Mack.
Success.....	—	—	—	—	30	—	—	—	—	30	Success.
Perrault-Duployée...	—	—	—	562	6	—	—	—	—	568	Perrault-Duployée.
Total.....	50	425	410	1,880	6,499	1,209	324	492	457	11,746	Total.

122.—Business Colleges in Canada: Courses, Tuition Fees and Months required for Graduation, 1922

122.—Collèges commerciaux (privés) au Canada: Coût et durée des cours, 1922

Courses or Combination of Courses offered during year.	No. of Colleges reporting — Nombre de collèges.	Students during year. Etudiants durant l'année.				Tuition Fees. Coût des études.				Normal Number of months for Graduation. — Durée normale des cours pour l'obtention du diplôme.		Cours ou combinaison de cours offerts durant l'année.
		Day Courses. Cours du jour.		Night Courses. Cours du soir.		Day Courses. Cours du jour.		Night Courses. Cours du soir.		Day Courses. Cours du jour.	Night Courses. Cours du soir.	
		M. — H.	F. — F.	M. — H.	F. — F.	By Month. — mois.	For Course. — cours.	By Month. — mois.	For Course. — cours.			
						\$	\$	\$	\$			
General Commercial.....	77	2,489	1,130	1,200	415	14	75	6	42	8		
Stenographic.....	61	1,717	6,115	703	2,161	15	72	6	35	7	12 Principes Commerciaux.	
Book-keeping.....	36	890	644	480	234	13	80	6	31	8	10 Sténographie.	
Typewriting.....	69	914	2,570	358	979	15	78	6	35	7	10 Tenue des livres.	
Accountancy.....	9	115	27	186	3,025	18	100	8	50	11	12 Dactylographie.	
Adding Machine.....	3	10	80	—	3	70	5	5	25	2	14 Comptabilité.	
Banking.....	7	136	35	21	—	10	42	6	—	11	— Arithmographe.	
Civil Service.....	6	34	111	59	141	16	68	7	15	6	10 Banque.	
Commercial Law.....	8	336	69	99	71	13	57	7	—	11	13 Service civil.	
Correspondence.....	15	987	640	158	108	13	42	6	30	8	— Droit commercial.	
Dictaphone.....	3	10	80	—	1	11	—	4	—	4	8 Correspondance.	
Economic Theory.....	1	1	25	4	15	12	—	5	—	—	— Dictaphone.	
English.....	17	461	484	73	143	14	60	6	—	6	12 Théorie économique.	
Filing.....	8	283	513	99	80	14	58	7	—	6	11 Anglais.	
French.....	1	—	—	80	—	—	—	3	—	—	8 Classement.	
History of Commerce and Industry	1	62	—	—	—	10	—	—	—	—	6 Français.	
Matriculation.....	2	70	—	228	8	20	175	20	65	10	— Histoire du commerce de l'industrie.	
Office Routine.....	13	704	563	99	70	14	76	7	—	11	14 Métrication.	
Secretarial.....	25	195	467	48	213	15	178	6	109	10	7 Travail de bureau.	
Telegraphy.....	5	51	1	—	3	14	90	10	—	6	15 Secrétariat.....	
Wireless Telegraphy.....	3	115	—	22	1	15	85	4	65	6	9 Télégraphie.	
Special.....	2	13	1	12	9	14	—	5	—	8	11 Télégraphie sans fil.	
											8 Spéciale.	

14.—INDIAN EDUCATION—ENSEIGNEMENT INDIEN

123.—Indian Schools: Classes of Schools, denominations represented and enrolment, 1911 to 1922.

123.—Ecoles Indiennes: Types d'écoles, confessions religieuses et inscriptions, 1911-1922.

Year. — Année.	Schools.—Ecoles.										Enrolment.—Nombre d'élèves inscrits.				
	Total Number of Schools — Nombre total d'écoles.	Class of Schools. — Types d'écoles.			Denominations.—Confessions religieuses.						Number Enrolled. — Nombre d'élèves inscrits.			Average Attend- ance. — Moyenne de fré- quentation quotidienne.	Percent- age of Attend- ance. — Pourcen- tage de fréquentation.
		Day. — Ecoles du jour.	Boarding. — Ecoles pour pen- sionnaires.	Industrial. — Ecoles d'appren- tissage.	Undenom- inational. — Neutre.	Roman Catholic. — Cathol- ique romaine.	Church of England. — Angli- cane.	Method- ist. — Métho- diste.	Presby- terian. — Presby- térienne.	Salvation Army. — Armée du Salut.	Boys. — Garçons.	Girls. — Filles.	Total.		
1911.....	324	251	54	19	51	118	93	45	15	2	5,607	5,583	11,190	6,763	60.44
1912.....	325	251	55	19	49	119	94	46	15	2	5,648	5,655	11,303	6,838	60.49
1913.....	326	249	58	19	50	121	93	45	15	2	5,631	5,513	11,144	6,929	62.18
1914.....	333	256	59	18	51	126	91	50	13	2	5,908	5,806	11,714	7,218	61.62
1915.....	335	257	60	18	51	129	91	49	13	2	6,367	6,101	12,468	8,711	69.87
1916.....	345	269	59	17	53	133	96	49	12	2	6,528	6,271	12,799	8,076	63.05
1917.....	341	265	59	17	56	127	97	45	14	2	6,167	6,011	12,178	8,285	68.03
1918.....	339	264	58	17	58	127	95	45	12	2	6,211	6,202	12,413	7,878	63.46
1919.....	322	248	58	16	54	123	84	49	11	1	5,966	5,986	11,952	7,532	63.02
1920.....	321	247	58	16	52	123	88	48	9	1	6,020	6,176	12,196	7,629	62.56
1921.....	326	253	58	15	54	127	90	46	8	1	6,219	6,339	12,558	8,723	69.47
1922.....	321	250	55	16	51	126	88	44	11	1	6,605	6,416	13,021	8,668	66.46

By Provinces, 1922.—Par provinces, 1922.

P.E.I.—I. du P.-E.....	2	2	—	—	—	2	—	—	—	—	17	21	38	18	47.37
N.S.—N.-E.....	14	14	—	—	—	14	—	—	—	—	136	140	276	128	46.38
N.B.—N.-B.....	11	11	—	—	—	11	—	—	—	—	146	132	278	177	63.63
Que.—Qué.....	31	31	—	—	7	18	4	2	—	—	761	778	1,539	956	62.12
Ont.....	91	80	7	4	36	26	18	10	1	—	1,933	1,692	3,625	2,384	65.77
Man.....	46	37	8	1	2	10	22	9	3	—	905	899	1,804	1,178	65.30
Sask.....	32	20	11	1	1	15	15	1	4	—	714	730	1,444	1,039	71.95
Alta.....	25	6	18	1	—	13	7	5	—	—	588	615	1,203	916	76.14
B.C.—C.-B.....	58	42	7	9	5	17	15	17	3	1	1,276	1,229	2,505	1,646	65.71
N.W.T.—T. N.-O.....	7	4	3	—	—	4	3	—	—	—	80	121	201	162	80.60
Yukon.....	4	3	1	—	—	—	4	—	—	—	49	59	108	64	59.26

15.—PUBLIC LIBRARIES—BIBLIOTHÈQUES PUBLIQUES

124.—Public Libraries in Canada: Number listed and reporting with the number of volumes and circulation in 1921.

124.—Bibliothèque publiques au Canada: Nombre en liste et reportant avec le nombre des volumes et circulation en 1921.

Type	Number Listed — Nombre en liste	Number Reporting — Nombre reportant	Number of Volumes — Nombre de volumes		Circulation		
			Number Reporting — Nombre reportant	Volumes	Number Reporting — Nombre reportant	Volumes	
P.E.I.—							
University ²	1	1	1	75,000	1	6,000	
Colleges ⁴	1	1	1	25,000	—	—	
Government ⁵	1	1	1	20,000	1	6,000	
Total.....	3	3	3	120,000	2	12,000	
N.S.—							
Free Public ¹	15	2	2	42,966	2	61,462	
Association ²	1	1	1	7,933	1	10,386	
University ³	4	4	4	127,000	1	3,903	
College ⁴	6	3	3	67,473	—	—	
Government ⁵	2	2	2	82,790	—	—	
Total.....	28	12	12	328,162	4	75,751	
N.B.—							
Free Public.....	5	2	2	38,765	2	84,233	
University.....	3	3	3	39,000	—	—	
Total.....	8	5	5	77,765	2	84,233	
Quebec—							
Free Public.....	9	4	4	157,724	3	185,716	
Association.....	2	1	1	2,404	1	15,446	
University.....	4	4	4	327,851	1	22,247	
College.....	27	23	23	506,679	1	1,285	
Total.....	42	32	32	994,658	6	224,694	
Ont.—							
Free Public.....	186	186	186	1,537,515	184	6,316,340	
Association.....	264	264	264	473,950	249	635,307	
University.....	7	6	6	392,418	2	20,772	
College.....	14	10	10	70,287	2	1,932	
Government.....	37	16	16	241,633	2	1,057	
Total.....	508	482	482	2,715,803	439	6,975,408	
Man.—							
Free Public.....	5	2	2	127,407	2	922,192	
University.....	1	1	1	29,000	—	—	
College.....	5	5	5	46,387	1	6,231	
Government.....	1	1	1	40,000	—	—	
Total.....	12	9	9	242,794	3	928,423	
Sask.—							
Free Public.....	16	8	8	64,241	5	452,190	
University.....	1	1	1	25,000	—	—	
College.....	3	3	3	7,207	1	134	
Total.....	20	12	12	96,448	6	452,324	
Alta.—							
Free Public.....	7	3	3	57,504	3	406,659	
University.....	1	1	1	25,000	—	—	
College.....	3	3	3	10,280	—	—	
Government.....	4	1	1	48,000	—	—	
Total.....	15	8	8	140,784	3	406,659	
B.C.—							
Free Public.....	5	3	3	148,467	3	957,882	
Association.....	16	1	1	1,539	1	14,336	
University.....	1	1	1	39,000	—	—	
College.....	3	3	3	6,200	—	—	
Government.....	1	1	1	130,000	1	25,900	
Total.....	26	9	9	325,205	5	998,118	
Total—							
Free Public.....	248	210	210	2,174,589	204	9,386,674	
Association.....	283	267	267	485,825	252	675,475	
University.....	23	22	22	1,079,560	5	52,922	
College.....	62	51	51	738,913	5	9,582	
Government.....	46	22	22	562,423	4	32,957	
Total.....	662	572	572	5,041,619	470	10,157,610	

¹Publique. ²d'association. ³Universitaire. ⁴Collégial ⁵du gouvernement.

125.—Public Libraries in Canada: Periodicals received by the different types, 1921.

125.—Bibliothèques publiques au Canada: Périodiques recus par classes, en 1921.

Type	D.	W.	O.	T.	N. E.	N. R.	Type	D.	W.	O.	T.	N. E.	N. R.
Prince Edward Island—							Ontario—						
Free Public:							Free Public:						
British.....	1	-	3	4	-	1	British.....	27	248	461	736	-	87
Canada.....	10	-	5	15	-	1	Canada.....	382	375	472	1219	-	100
United States.....	-	-	2	2	-	1	United States.....	31	346	1375	1752	-	95
Total.....	11	-	10	21	1	1	Other.....	6	19	38	63	-	7
University.....	-	-	-	-	1	-	Total.....	446	982	2346	3780	186	116
College.....	-	-	-	-	1	-	Association:						
Government.....	-	-	-	-	1	1	British.....	12	43	89	144	-	21
Grand Total.....	11	-	10	21	4	2	Canada.....	81	114	124	319	-	47
Nova Scotia—							University:						
Free Public:							British.....	-	4	24	163	-	3
British.....	-	9	22	31	-	3	Canada.....	8	9	28	71	-	4
Canada.....	2	1	7	10	-	3	United States.....	-	8	84	153	-	4
United States.....	1	14	35	50	-	2	Other.....	-	3	85	166	-	3
Other.....	-	-	1	1	-	1	Unspecified.....	-	-	-	1500	-	-
Total.....	3	24	65	92	12	4	Total.....	8	24	221	2353 ¹	7	5
Association:							College:—						
British.....	-	1	-	1	-	-	British.....	-	-	3	3	-	3
Canada.....	5	6	-	11	-	-	Canada.....	3	-	4	7	-	3
Total.....	5	7	-	12	-	3	United States.....	-	-	12	12	-	4
University:							Other.....	-	-	5	5	-	2
British.....	1	6	8	15	-	-	Total.....	3	-	24	27	14	5
Canada.....	2	14	19	35	-	-	Government:						
United States.....	-	13	46	59	-	-	British.....	6	75	132	213	-	11
Other.....	2	2	-	4	-	-	Canada.....	201	181	241	623	-	12
Total.....	5	35	73	113	4	1	United States.....	26	164	376	566	-	13
College.....	-	-	-	-	3	-	Other.....	1	37	208	246	-	11
Government.....	-	-	-	-	2	-	Total.....	234	457	957	1698	34	21
Grand Total.....	13	66	138	217	21	8	Grand Total.....	790	1675	3997	8312	505	289
New Brunswick—							Manitoba—						
Free Public:							Free Public:						
British.....	1	8	19	28	-	2	British.....	3	38	71	112	-	1
Canada.....	9	5	19	33	-	2	Canada.....	38	54	30	122	-	1
United States.....	2	2	22	26	-	2	United States.....	16	29	212	257	-	1
Total.....	12	15	60	87	5	2	Total.....	57	121	313	491	5	2
University.....	-	-	-	-	3	-	Association.....	-	-	-	-	-	-
Government.....	-	-	-	-	1	-	University:						
Grand Total.....	12	15	60	87	9	2	British.....	-	5	10	15	-	-
Quebec—							Manitoba—						
Free Public:							Free Public:						
British.....	7	61	55	127	-	4	British.....	3	38	71	112	-	1
Canada.....	41	26	56	123	-	5	Canada.....	38	54	30	122	-	1
United States.....	12	34	121	167	-	5	United States.....	16	29	212	257	-	1
Other.....	11	29	89	129	-	3	Total.....	57	121	313	491	5	2
Total.....	71	150	321	546	5	5	Association.....	-	-	-	-	-	-
Association:							University:						
British.....	-	4	7	11	-	-	British.....	-	5	10	15	-	-
Canada.....	12	6	2	20	-	-	Canada.....	7	10	12	29	-	-
United States.....	1	4	12	17	-	-	United States.....	-	4	9	13	-	-
Total.....	13	14	21	48	3	2	Other.....	-	2	-	2	-	-
University:							Total.....	7	21	31	59	1	1
British.....	1	1	6	8	-	-	College.....	-	-	-	-	4	1
Canada.....	9	4	38	51	-	-	Government:						
United States.....	-	2	12	14	-	-	British.....	-	3	5	8	-	-
Other.....	2	3	27	32	-	-	Canada.....	3	19	20	42	-	-
Unspecified.....	-	-	-	609	-	-	United States.....	-	34	79	113	-	-
Total.....	12	10	83	714	3	4	Other.....	-	1	5	6	-	-
College:							Total.....	3	57	109	169	2	1
British.....	2	35	87	124	-	-	Grand Total.....	67	199	453	719	12	6
Canada.....	5	32	89	126	-	-	Saskatchewan—						
United States.....	3	47	209	259	-	-	Free Public:						
Other.....	2	17	119	138	-	-	British.....	3	29	55	87	-	5
Total.....	12	131	504	647	30	6	Canada.....	64	45	70	179	-	6
Government.....	-	-	-	-	1	-	United States.....	20	78	72	170	-	6
Grand Total.....	108	305	929	1955	42	17	Other.....	-	1	5	6	-	1
							Total.....	87	153	202	442	14	9
							Association.....	-	-	-	-	-	-
							University.....	3	40	107	150	1	1
							College:						
							British.....	-	-	6	6	-	-
							Canada.....	-	-	1	1	-	-
							Unspecified.....	3	40	105	148	-	-
							Total.....	3	40	112	155	3	2
							Government.....	-	-	-	-	-	-
							Grand Total.....	93	233	420	746	19	13

D=Daily—Journaux
W=Weekly—Hebdomadaires
O=Others—Autres
T=Total

N.R.=Number reporting—Nombre reportant
N.E.=Number listes—Nombre en liste

¹Periodicals of Unspecified frequency taken by Ont. University Libraries.....
{ Brit. I—I B. 135
{ Canada 26
{ U.S.—U. E. 61
{ Other—Autres 78

Total 300

¹Périodiques non classifiés reçus par les bibliothèques de l'Un. Ontario.

125.—Public Libraries in Canada: Périodicals received by the different types, 1921—Concluded.

125.—Bibliothèques publiques au Canada: Périodiques reçus par les différentes classes, en 1921—Fin.

Type	D.	W.	O.	T.	N. E.	N. R.	Type	D.	W.	O.	T.	N. E.	N. R.
Alberta—							Grand Total—						
Free Public:							Free Public:						
British.....	2	34	28	64	-	-	British.....	56	458	784	1298	-	-
Canada.....	25	17	24	66	-	-	Canada.....	625	641	714	1980	-	-
United States.....	4	18	83	105	-	-	United States.....	97	549	2053	2699	-	-
Other.....	1	2	2	5	-	-	Other.....	18	55	135	208	-	-
Total.....	32	71	137	240	7	3	Total.....	796	1703	3686	6185	239	143
Association.....	-	-	-	-	1	2	Association:						
University.....	-	-	-	-	1	1	British.....	12	48	96	156	-	-
College:							Canada.....	98	126	126	350	-	-
British.....	-	1	-	1	-	-	United States.....	6	53	246	305	-	-
Canada.....	4	4	9	17	-	-	Other.....	1	-	2	3	-	-
United States.....	-	1	1	2	-	-	Total.....	117	227	470	814	284	154
Other.....	-	2	4	6	-	-	University:						
Total.....	4	8	14	26	3	1	British.....	2	16	48	201	-	-
Government:							Canada.....	26	37	97	186	-	-
British.....	1	7	15	23	-	1	United States.....	-	27	151	239	-	-
Canada.....	17	4	28	49	-	1	Other.....	4	10	112	204	-	-
United States.....	1	1	19	21	-	1	Unspecified.....	3	40	106	149	-	-
Other.....	-	-	-	1	-	1	Total.....	35	130	514	979	22	15
Total.....	19	12	63	94	2	1	College:						
Grand Total.....	55	91	214	360	14	8	British.....	3	43	102	148	-	-
British Columbia—							Canada.....	19	57	124	200	-	-
Free Public:							United States.....	3	84	302	389	-	-
British.....	12	31	70	113	-	2	Other.....	2	20	133	155	-	-
Canada.....	54	118	31	203	-	2	Unspecified.....	3	40	105	148	-	-
United States.....	11	28	131	170	-	2	Total.....	30	244	766	1040	61	16
Other.....	-	4	-	4	-	1	Government:						
Total.....	77	181	232	490	4	3	British.....	10	123	178	311	-	-
Association.....	-	-	-	-	16	1	Canada.....	245	254	306	805	-	-
University.....	-	-	-	-	1	-	United States.....	35	190	461	686	-	-
College:							Other.....	3	38	212	253	-	-
British.....	1	4	1	6	-	-	Total.....	293	605	1157	2055	42	25
Canada.....	4	2	1	7	-	-	Grand Total.....	1271	2909	6593	11373 ¹	-	353
United States.....	-	2	1	3	-	-							
Total.....	5	8	3	16	3	1							
Government:													
British.....	3	41	31	75	-	1							
Canada.....	27	69	37	133	-	1							
United States.....	8	25	66	99	-	1							
Other.....	2	1	3	6	-	1							
Total.....	40	136	137	313	1	2							
Grand Total.....	122	325	372	819	25	7							

¹Including 300 periodicals of unspecified frequency, see foot note page 168.—Compris 300 périodiques non spécifiés voir page 168.

126.—Canadian Library Associations, 1921.

126.—Sociétés bibliothécaires du Canada, 1921.

Association.	Date of Founding	Territory covered.	No. of Members.	Association.
	Date de la fondation	Territoire couvert	No. de membres	
Ontario Library Association	1901	Ontario.....		Société bibliothécaire d'Ontario.
Sask. Library Association.	April 13, 1914.	Sask.....		Société bibliothécaire de la Saskatchewan.
Maritime Library Association.	April 13, 1918.	N.S., N.B., P.E.I.....	15 chartered members ¹	Société bibliothécaire pour les provinces maritimes.
Alberta Library Association	Mar. 19, 1920.	Alberta.....	50 possible members ² ...	Société bibliothécaire d'Alberta.
British Columbia Library Association.	1911	British Columbia.....	16 (paid) ³	Société bibliothécaire de la Col. Britannique.
Pacific Northwest Library Association.	1909	British Columbia, Oregon, Washington, Montana, Utah, Idaho, Alaska.	360 (paid) ⁴ , 45 libraries ⁵ institutionally members.	Société bibliothécaire du pacifique nord ouest.
Ottawa Library Association	Mar., 1920.	Ottawa.....	26 (paid).....	Société bibliothécaire d'Ottawa.

¹15 members enregistré.
²50 membres en perspective.
³16 membres ayant payé.
⁴360 membres ayant payé.
⁵membres représentant 45 bibliothèques.

CANADA

BUREAU FÉDÉRAL DE LA STATISTIQUE

RAPPORT ANNUEL STATISTIQUE DE
L'INSTRUCTION PUBLIQUE
AU CANADA
1922

Publié par ordre de L'Hon. Thos. A. Low, M.P.

Ministre du Commerce



OTTAWA
F. A. ACLAND
IMPRIMEUR DE SA TRÈS EXCELLENTE MAJESTÉ LE ROI
1924

PRÉFACE

Dans le premier rapport annuel sur l'instruction publique au Canada, publié en 1922, nous avions invité les intéressés à nous soumettre leurs critiques et à nous suggérer les moyens d'améliorer cet ouvrage. Les réponses à cette invitation qui nous sont parvenues sont des plus satisfaisantes; plusieurs d'entre elles contenaient des propositions véritablement intéressantes; aussi avons-nous fait tous nos efforts pour que ce second rapport sur le même sujet, se rapportant à l'année 1922, soit conforme aux désirs exprimés par les éducateurs.

Le présent rapport est divisé en deux parties, auxquelles s'ajoute, sous forme d'indicateur, un vocabulaire et un résumé des règlements régissant les différentes provinces. La première partie consiste en une revue des progrès de l'instruction publique accomplis pendant l'année, dans chaque province, un résumé général pour l'ensemble de la Puissance et un relevé des institutions d'enseignement supérieur, des écoles privées et des bibliothèques. Nous y avons également adjoind un résumé des lois scolaires passées durant l'année. La seconde partie consiste en tableaux statistiques divisés en quinze sections, les quatre premières étant consacrées aux écoles ordinaires placées sous le contrôle administratif; la cinquième traitant de l'enseignement secondaire; les sections sixième, septième et huitième se rapportent à certaines organisations spéciales ayant un caractère éducatif; le personnel enseignant fait l'objet des sections neuf et dix; la onzième section traite des dépenses qu'entraîne l'instruction publique; la douzième section est consacrée à l'enseignement supérieur, la treizième aux écoles privées, la quatorzième aux écoles indiennes et, enfin la quizième aux bibliothèques. Nous appelons particulièrement l'attention sur les sections relatives à l'enseignement secondaire et à certaines organisations, telles que la fusion scolaire et les travaux manuels. Certains tableaux de la section traitant de l'enseignement supérieur, particulièrement dans la division des différents types de collèges, sont nouveaux et contiennent les statistiques de ces collèges, classifiés sous différentes catégories: collèges agricoles, etc. De même que celles concernant l'enseignement secondaire et l'enseignement technique, ces données sont destinées à révéler les détails de l'éducation des adolescents et des adultes, lesquels présentent un intérêt particulier.

Le résumé qui fait l'objet du premier tableau constitue à proprement parler un inventaire complet de la situation scolaire; on y trouve le nombre des élèves et des étudiants fréquentant chacune des écoles grandes ou petites du Canada. Une autre innovation de ce rapport consiste en un tableau donnant la répartition d'un million environ d'écoliers des écoles canadiennes, tant publiques que privées, selon leur âge et le niveau de leurs études. Ces chiffres qui embrassent chacune des provinces, ne peuvent manquer d'intéresser vivement les théoriciens qui considèrent la pédagogie sous son aspect scientifique. Dans un autre tableau qui montre le niveau des études d'environ 400,000 garçons et autant de filles à un certain âge, on constate une différence marquée en faveur des filles. Les notices historiques sur les étapes parcourues par les différentes provinces sont insérées à la suggestion d'éducateurs éminents.

Si l'on en juge par les tableaux statistiques et les commentaires, l'année 1922 témoigne d'un succès remarquable dans toutes les provinces. La population scolaire n'avait jamais été aussi considérable ni la moyenne d'assiduité aussi forte. Ce qui est plus encourageant encore, c'est que le graphique de la page 88 indique clairement que les progrès accomplis en 1922 ne sont ni accidentels, ni attribuables à des facteurs temporaires, mais qu'ils ont la conséquence naturelle de causes permanentes, dont les effets se font sentir depuis le commencement du siècle, et qui n'ont subi un temps d'arrêt que par l'effet de la guerre et de l'épidémie d'influenza qui la suivit.

Bureau Fédéral de la Statistique,
Ottawa, 1923.

R. H. COATS,
Statisticien du Dominion.

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INTRODUCTION—DÉFINITION DES TERMES ET RÉSUMÉ DES RÈGLEMENTS RÉGISSANT L'INSTRUCTION PUBLIQUE

Définition des termes

- Académie.*—Dans la Nouvelle-Ecosse, simplement une haute école gratuite, accessible à tous les élèves du comté réunissant les conditions nécessaires; dans Québec, une école où l'on professe les matières de l'enseignement primaire à chaque degré, c'est-à-dire le programme des huit premières «années» dans les écoles catholiques et des onze premières «années» dans les écoles protestantes. Dans les autres provinces, le mot académie désigne généralement une institution indépendante, telle qu'un collège de garçons ou de filles, etc.
- Classe collégiale.*—Au Manitoba, une école urbaine qui possède trois instituteurs se consacrant exclusivement aux études de haute école, par opposition à la «haute école», laquelle ne possède que deux de ces instituteurs. Cette classe se fait sous le même toit qui abrite les classes élémentaires et sous la direction du même principal. Cette dernière caractéristique la distingue de l'institut collégial, qui n'abrite que les classes de haute école et d'école technique.
- Collège affilié.*—Une institution où l'on professe les matières enseignées dans les facultés universitaires et, s'il s'agit d'un collège professionnel, les études conduisant aux carrières libérales; les diplômés d'un collège affilié sont décernés par l'université à laquelle il est affilié. La plupart des collèges affiliés (autres que les collèges professionnels) professent également des matières sortant du cadre de l'enseignement universitaire, c'est-à-dire que, souvent, ces collèges enseignent les matières préparatoires au baccalauréat, à partir de l'année d'entrée à la haute école, jusqu'à l'obtention du diplôme de bachelier ès-lettres, etc. L'enseignement commercial est aussi donné quelquefois dans ces collèges.
- Collège annexé.*—Dans Québec, on dit d'un collège qu'il est annexé lorsque l'université se borne à l'approbation de son programme d'études et de ses règlements disciplinaires, à se faire représenter aux examens et à sanctionner les diplômes accordés par ce collège.
- Collège associé.*—Dans Québec, un collège associé est un collège affilié situé en dehors de la province.
- Collège classique.*—Dans Québec, une institution d'enseignement secondaire presque identique aux collèges affiliés dont il vient d'être parlé. Il n'est pas sous le contrôle du département de l'Instruction publique.
- Collège commercial.*—Dans notre pays, ce terme s'applique généralement à une institution privée où l'on enseigne les matières commerciales ou quelques-unes d'entre elles, ainsi que la préparation littéraire indispensable. En principe, ces institutions délivrent elles-mêmes leurs propres diplômes; elles préparent également leurs élèves à subir des examens et concours tels que ceux du service civil, etc.
- Commissaires, Bureau des.*—Dans Québec, où l'unité scolaire administrative est la municipalité, au lieu du district ou de la section, la commission scolaire majoritaire est appelée Bureau des Commissaires, tandis que la commission minoritaire, (appelée dans les autres provinces «Commission de l'école séparée») qu'elle soit catholique ou protestante, porte le nom de Bureau des Syndics.
- Commissaires d'école.*—Ce nom est donné dans la Nouvelle-Ecosse aux membres des commissions scolaires des villes incorporées.
- Commissaires de district.*—Dans la Nouvelle-Ecosse, le territoire appelé «district scolaire» dans toutes les autres provinces, sauf Québec et Ontario, est appelé *section* scolaire; toutes ces sections forment 33 «districts», administrés par des *commissaires de district*, dont les attributions consistent essentiellement à modifier les limites des sections scolaires; leur secrétaire procède à l'inspection des écoles.
- Degrés élémentaires.*—Dans les écoles primaires de Québec, les quatre premières «années» des écoles catholiques et les sept premières «années des écoles protestantes; dans toutes les autres provinces, les degrés I à VIII inclusivement, sauf dans le cas des «*Junior High Schools*» où les degrés VII et VIII inclusivement sont distraits de l'enseignement primaire.
- Degré intermédiaire.*—Dans la Colombie Britannique, le troisième livre de lecture (ou degrés V et VI) de l'enseignement primaire et la troisième année des degrés de haute école.
- Degrés scolaires.*—La subdivision du travail dans les écoles ordinaires, les degrés élémentaires étant, dans la plupart des provinces, les huit premiers, et les degrés secondaires ceux numérotés de IX à XII.
- Degrés secondaires.*—Les degrés scolaires au-dessus du degré VIII, embrassant ordinairement les degrés IX à XII.
- Département de l'instruction publique.*—Le corps administratif chargé de l'instruction publique; dans Québec, le département n'est pas sous la direction immédiate du gouvernement provincial, mais le secrétaire provincial sert de trait-d'union entre ces deux organes; dans les autres provinces il forme l'un des ministères du gouvernement provincial.

Définition des termes—Suite.

- District scolaire.*—Dans toutes les provinces, à l'exception de la Nouvelle-Ecosse, Québec et Ontario, la plus petite unité scolaire administrative gouvernée par une commission scolaire (on l'appelle «section» dans la Nouvelle-Ecosse et Ontario); en ce qui concerne la Nouvelle-Ecosse, voir ci-dessus au mot «Commissaires de district»; dans Ontario, ce terme signifie un district de haute école; dans Québec, c'est une subdivision de la municipalité scolaire, laquelle tient lieu du district des autres provinces.
- District mineur.*—Terme autrefois employé dans l'Île du Prince-Edouard pour désigner un district scolaire dans lequel le nombre des écoliers inscrits et le niveau de leur fréquentation scolaire étaient insuffisants pour justifier l'allocation du gouvernement à l'instituteur.
- District municipal.*—Voir «Commissaires de district».
- District pauvre.*—Au Nouveau-Brunswick, un district scolaire qui ne peut exister qu'avec l'aide d'une allocation spéciale du gouvernement.
- Division scolaire.*—En Colombie Britannique, l'une des classes d'une école.
- Ecole.*—Dans la Nouvelle-Ecosse, le Nouveau-Brunswick et la Saskatchewan, une classe dirigée par un instituteur; dans les autres provinces l'école proprement dite, prise dans son sens abstrait.
- Ecole à classes multiples.*—Une école ayant plus d'une classe ou plus d'un instituteur.
- Ecole assistée.*—Dans la Colombie Britannique, une école dont l'instituteur est payé entièrement par la province.
- Ecoles de jour, sous le contrôle administratif, ordinaires ou générales.*—C'est ainsi que l'on désigne dans ce rapport (le mot écoles «générales» est employé dans les rapports de la Nouvelle-Ecosse), toutes les écoles de jour enseignant les matières des écoles ordinaires (écoles maternelles et degrés I à XII) et placées sous le contrôle du département de l'Instruction publique, pour les distinguer d'une part, des écoles techniques, des écoles spéciales et des écoles du soir placées sous le contrôle administratif et, d'autre part, des écoles privées ou indépendantes; ces termes englobent toutes les écoles primaires publiques de Québec et les écoles publiques, séparées et secondaires d'Ontario, de la Saskatchewan et des autres provinces où ces termes sont usités.
- Ecole de première classe.*—Dans l'Île du Prince-Edouard, une école à classes multiples organisée au point de vue du personnel et du matériel, de manière à enseigner aussi bien les matières de haute école que le programme primaire.
- Ecole élémentaire.*—Ecole organisée pour enseigner les matières du programme élémentaire.
- Ecoles générales.*—Voir «écoles du jour, etc.».
- Ecole indépendante.*—Dans Québec, une école n'étant pas sous le contrôle direct du département de l'Instruction publique. Les écoles primaires indépendantes, de même que les écoles placées sous le contrôle administratif se divisent en élémentaires, modèles et académies.
- Ecole intermédiaire.*—Au Manitoba, une école à classes multiples possédant un instituteur enseignant les matières de haute école.
- Ecole maternelle primaire.*—Dans Ontario, une école ou classe combinant les caractéristiques de l'école maternelle et de l'école primaire.
- Ecole modèle.*—Dans Québec, c'était autrefois une école organisée pour l'enseignement des matières primaires jusques et y compris la sixième année dans les écoles catholiques et la neuvième année dans les écoles protestantes. On l'appelle maintenant «école intermédiaire». Dans Ontario, on emploie ce terme en deux sens différents: (1) une école normale dont les élèves obtiennent des diplômes d'instituteur de troisième classe (2) une école mise à la portée des normaliens pour qu'ils se familiarisent avec la pratique pédagogique. Dans toutes les autres provinces c'est cette dernière signification qui est donnée.
- Ecole primaire.*—Dans Québec, c'est le nom donné aux écoles ordinaires de jour sous le contrôle du département de l'Instruction publique, ainsi qu'à certaines écoles indépendantes; ce terme est employé par opposition à école secondaire, école spéciale et école supérieure (université), mais les écoles secondaires de cette province ne sont pas exactement identiques à celle des autres provinces et les écoles primaires correspondent aux écoles générales des autres provinces.
- Ecole publique.*—Dans Ontario, l'école primaire de la majorité sous le contrôle de la province, par opposition à l'école séparée sous le contrôle de la province; dans la plupart des autres provinces on appelle écoles publiques celles qui sont placées sous le contrôle immédiat du gouvernement, pour les distinguer des écoles particulières ou privées.

Définition des termes—Fin.

- Ecoles rurales municipales.*—Dans la Colombie Britannique, des écoles, fusionnées ou non, mais réunies sous l'administration d'une commission municipale unique, au lieu d'avoir chacune leur commission des syndics, ainsi que cela se pratique dans Québec. Il existe également au Manitoba un certain nombre de districts de cette nature.
- Ecoles secondaires.*—Dans la plupart des provinces, des écoles où l'on dispense l'enseignement secondaire; dans Québec, ce terme s'applique exclusivement aux collèges classiques et autres institutions indépendantes où l'on donne le cours classique, lesquels ne sont pas sous le contrôle du gouvernement.
- Ecole séparée.*—Dans Ontario, la Saskatchewan et l'Alberta, on appelle ainsi l'école d'une minorité religieuse placée sous le contrôle administratif; dans Québec, la même école est appelée école des syndics, pour la distinguer de l'école des commissaires qui est celle de la majorité, cette dernière étant soit catholique, soit protestante, selon le cas.
- Ecoles spéciales.*—Ecoles autres que les écoles générales, mais d'un degré inférieur à l'enseignement supérieur, telles que les écoles du soir, les écoles techniques, etc.
- Ecole supérieure.*—Dans Québec, une école consacrée à l'enseignement supérieur. Au Nouveau-Brunswick¹, une école destinée à l'enseignement des matières de haute école, gratuite et accessible à tous les enfants d'âge scolaire d'une paroisse. Dans la Colombie-Britannique, une école où l'on enseigne les matières de l'enseignement primaire supérieur et de deux classes de haute école.
- Ecole technique.*—Une école se consacrant exclusivement à l'enseignement pratique des arts et métiers; des travaux manuels, etc.
- Fusion ou centralisation.*—L'union en une seule institution enseignante de plusieurs écoles rurales ou bien d'écoles rurales et d'école de ville ou de village, soit parce que ces écoles sont individuellement trop petites ou trop pauvres, soit dans le but de créer une école à classes multiples et d'obtenir certains avantages, tels que le transport des écoliers, etc. Quelquefois, la fusion n'est pas nécessairement complète. Le district original peut être un «grand district», possédant une école à classes multiples ainsi que le moyen d'y transporter les enfants.
- «*High Schools*»—Dans toutes les provinces, une école possédant au moins un instituteur de l'un ou l'autre sexe, consacrant la plupart de son temps à l'enseignement des matières au-dessus de la classe VIII. «*Pure High School*» est une institution où l'on ne professe aucune des matières au-dessous de celles du degré IX (ou du degré VIII, avec sujets de haute école, tels que algèbre, latin, etc.)
- Inspecteur.*—Dans toutes les provinces, à l'exception de Québec et Ontario, un fonctionnaire nommé par les gouvernements provinciaux pour inspecter les écoles d'une circonscription délimitée. Dans Ontario, les inspecteurs de comtés ou de cités sont nommés par les conseils, qui paient la moitié de leur traitement; dans les régions inorganisées les inspecteurs sont nommés et payés par la province; il en est de même des inspecteurs de l'enseignement secondaire et des inspecteurs en chef. Dans Québec, l'inspecteur est nommé et payé par le département de l'Instruction publique.
- Institut collégial.*—Dans Ontario, le Manitoba et la Saskatchewan, une haute école proprement dite ou une école technique qui s'est élevée à un certain degré d'excellence, tant au point de vue du personnel que du matériel scolaire; dans les autres provinces un «collège».
- Salle de classe.*—Au Nouveau-Brunswick, un petit local contigu à la salle de classe où l'on envoie de temps à autre les élèves spécialement confiés aux soins du sous-maître. Dans les autres provinces, la classe elle-même.
- Section pauvre.*—Existe en Nouvelle-Ecosse, avec la même signification que le district pauvre dont il est parlé plus haut.
- Section scolaire.*—Terme usité en Nouvelle-Ecosse et dans Ontario dans le même sens que *district* scolaire plus haut défini.
- Surintendant.*—Un instituteur expérimenté nommé par la commission scolaire d'une cité et à qui est confié la haute direction de toutes les écoles administrées par cette commission. Il remplit les fonctions de conseiller de la commission; il joue le même rôle pour l'ensemble des écoles que le principal dans son école.
- Syndic officiel.*—Un syndic spécialement nommé pour solutionner les difficultés extraordinaires qui peuvent se présenter dans un district scolaire ou bien pour remplacer la commission scolaire lorsque celle-ci refuse ou néglige de remplir les devoirs que lui imposent les lois scolaires.

Âge de l'entrée facultative aux écoles

- (1) *Ile du Prince-Edouard*.—Les enfants du district scolaire de 6 à 16 ans; les enfants plus âgés s'il y a de la place.
- (2) *Nouvelle-Ecosse*.—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district, âgés de plus de 5 ans, qui se présentent.
- (3) *Nouveau-Brunswick*.—Les syndics d'école doivent prendre les mesures nécessaires pour recevoir dans les écoles tous les enfants du district âgés de 6 à 20 ans; les autres enfants sont admis s'il y a de la place.
- (4) *Québec*.—Généralement de 7 à 16 ans dans les écoles primaires, mais une contribution est presque toujours exigée et les enfants de 7 à 14 ans doivent payer cette contribution, qu'ils fréquentent l'école ou non.
- (5) *Ontario*.—Les enfants de 5 à 21 ans sont admis gratuitement aux écoles publiques (sauf ceux dont les parents paient leurs taxes à l'école séparée); les écoles séparées sont gratuites à l'usage de ces derniers.
- (6) *Manitoba*.—Tous les enfants d'un district scolaire rural de 5 à 21 ans et d'un district scolaire urbain de 6 à 21 ans ont le droit d'exiger une place à l'école.
- (7) *Saskatchewan*.—Dans les districts ruraux et les villages, entre 5 et 21 ans; dans les villes et les cités entre 6 et 21 ans.
- (8) *Alberta*.—Tous les enfants sont admis dans les écoles dès qu'ils ont atteint l'âge de 6 ans.
- (9) *Colombie-Britannique*.—Les écoles doivent recevoir tous les enfants âgés de 5 à 16 ans.

Scolarité obligatoire

- (1) *Ile du Prince-Edouard*.—De 7 à 13 ans inclusivement; la fréquentation mensuelle doit atteindre 60 p.c. de la durée de l'ouverture des classes.
- (2) *Nouvelle-Ecosse*.—De 7 à 14 ans dans les écoles rurales; de 6 à 16 ans dans les villes et les cités. Les enfants de ces âges doivent fréquenter régulièrement les écoles, soit rurales, soit urbaines, et doivent fournir une justification lorsque leur absence dure cinq jours; les parents et tuteurs, outre les amendes auxquelles ils s'exposent, peuvent voir ajouter à leurs taxes 2 cents par jour d'absence, afin d'indemniser la section de la réduction de son allocation, à laquelle l'expose l'absence de ces élèves.
- (3) *Nouveau-Brunswick*.—(Sur résolution des syndics, mais la question doit être tranchée à chaque réunion annuelle), de 7 à 12 ans, ou bien jusqu'au degré VII; à St-John, Chatham et Newcastle, de 6 à 14 ans; fréquentation, 80 jours entiers. La commission scolaire peut interdire le travail des enfants de moins de 16 ans.
- (4) *Québec*.—L'école n'est pas obligatoire.
- (5) *Ontario*.—
- (a) Les enfants de 8 à 14 ans doivent aller à l'école chaque jour sans exception; entre 5 et 8 ans, l'école est facultative, mais ceux qui se sont faits inscrire doivent assister assidûment aux classes pendant toute l'année scolaire.
- (b) Les adolescents de 14 à 16 ans qui n'ont pas poussé leurs études jusqu'à la préparation à l'admission dans une université sont tenus à la fréquentation quotidienne de l'école; ceux qui en sont exemptés, en raison de circonstances qui les obligent à travailler, doivent fréquenter l'école pendant au moins 400 heures par an, dans les municipalités ayant organisé des cours à leur usage. Cette disposition est en vigueur depuis septembre 1921. En septembre 1922, les municipalités urbaines ayant une population de 5,000 âmes ou plus, seront obligatoirement tenues d'organiser des classes spécialement dans ce but.
- (c) Les adolescents de 16 à 18 ans qui n'ont pas fréquenté l'école régulièrement jusqu'à l'âge de 16 ans et qui n'ont pas poussé leurs études jusqu'à l'admission à l'université doivent fréquenter l'école pendant 320 heures par an. Cette loi entrera en vigueur en septembre 1923.
- (6) *Manitoba*.—Tous les enfants de 7 à 14 ans qui n'ont pas encore atteint la fin de leurs études doivent assister régulièrement à l'école. Tout élève de plus de 14 ans, s'il est inscrit, ne peut s'absenter de l'école. Un enfant de plus de 12 ans peut être exempté pendant six semaines par an, pendant lesquelles il peut travailler. Sauf cette exception, il est interdit de faire travailler les enfants de moins de 14 ans. La commission scolaire d'un district, possédant un fonctionnaire spécialement chargé de surveiller l'assiduité, peut obliger les enfants à aller à l'école jusqu'à l'âge de 15 ans.
- (7) *Saskatchewan*.—Tous les enfants de 7 à 15 ans, qui n'ont pas dépassé le degré VIII, doivent fréquenter l'école sans interruption. Le travail des enfants de moins de 15 ans est interdit. Les sourds-muets de 8 à 15 ans doivent fréquenter une institution au moins sept mois par an.
- (8) *Alberta*.—Tous les enfants de 7 à 15 ans, doivent fréquenter l'école sans interruption.
- (9) *Colombie-Britannique*.—Tous les enfants de 7 à 14 ans inclusivement, doivent fréquenter l'école sans interruption pendant l'année scolaire.

Année scolaire et vacances

Ile du Prince-Edouard.—Du premier juillet au 30 juin; financièrement, à Charlottetown et Summerside, année civile ou de calendrier. A Charlottetown et Summerside (et dans les autres villes qui peuvent adopter cette mesure) les vacances sont de huit semaines en été et d'une semaine en décembre. Ailleurs, les vacances d'été durent six semaines et commencent le premier juillet, à quoi viennent s'ajouter 2 semaines en octobre et une semaine en décembre. Toutefois, au choix du district, il peut y avoir 3 semaines en mai, 3 semaines en octobre et 1 semaine soit en juillet, soit en décembre.

Nouvelle-Ecosse.—Du premier août au 31 juillet. Les vacances d'été durent à peu près 8 semaines en juillet et août (mais avec le consentement de l'inspecteur, les syndics d'école peuvent placer ces vacances en janvier et février), plus 2 semaines commençant le samedi qui précède Noël.

Année scolaire et vacances—Fin.

Nouveau-Brunswick.—Du premier juillet au 30 juin, avec des vacances d'été de 8 semaines commençant le premier juillet et des vacances d'hiver de 2 semaines commençant le samedi qui précède Noël.

Québec.—Du premier juillet au 30 juin. Les règlements du comité catholique exigent que les écoles soient fermées chaque année du premier juillet au premier lundi de septembre; les règlements du comité protestant, du premier juillet au 15 août, mais dans la pratique, les écoles ouvrent au commencement de septembre.

Ontario.—Dans les écoles publiques et dans les écoles séparées, l'année scolaire se divise en deux semestres, du premier septembre au 22 décembre et du 3 janvier au 20 juin; dans l'enseignement secondaire (hautes écoles et instituts collégiaux) l'année scolaire est la même, si ce n'est que ces écoles s'ouvrent le premier mardi de septembre. Il existe, de plus, une semaine de vacances après Pâques. Les statistiques relatives aux écoles publiques et aux écoles séparées, que l'on trouvera dans ce rapport, sont basées sur les deux semestres qui constituent l'année de calendrier, tandis que celles concernant les écoles secondaires les écoles normales, les écoles techniques, etc., couvrent l'année commençant en septembre.

Manitoba.—Du premier juillet au 30 juin, avec les vacances suivantes:

- (a) Pâques—la totalité de la semaine commençant le jour de Pâques.
- (b) Mi-été—du premier juillet au troisième lundi d'août, ces deux jours inclus, ou bien, par résolution spéciale de la commission scolaire, jusqu'au premier jour de septembre.
- (c) Noël—du 24 décembre au 2 janvier, ces deux jours inclus.

Saskatchewan.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin, (toutefois, jusqu'en 1920, les statistiques couvrent l'année de calendrier).

Vacances—dans les villages et les districts ruraux, au moins 7 semaines par an, dont une partie, variant entre 1 et 6 semaines, doit être en été; les vacances d'été se placent entre le premier juillet et le premier octobre et celles d'hiver entre le 23 décembre et le 15 février. Dans les villes et les cités, au moins 7 semaines, dont 6 semaines à partir du 2 juillet et 9 jours à partir du 23 décembre dans les écoles ouvertes l'année entière une semaine suivant Pâques.

Alberta.—Financièrement, année de calendrier; statistiquement, du premier juillet au 30 juin. (Toutefois, jusqu'en 1920, les statistiques couvraient l'année de calendrier).

Vacances—dans les districts ruraux, de 7 à 10 semaines; les vacances d'été se placent entre le 15 juin et le premier septembre, celles d'hiver entre le 24 septembre et le 2 janvier. Dans les cités et les villes, de huit à douze semaines.

Colombie-Britannique.—Du premier juillet au 30 juin. Vacances d'été depuis le dernier vendredi de juin jusqu'au mardi qui suit immédiatement la Fête du Travail. Vacances d'hiver, 2 semaines précédant le premier lundi de janvier; vacances de Pâques, 4 jours suivant le lundi de Pâques.

1ère PARTIE—L'INSTRUCTION PUBLIQUE AU CANADA PENDANT L'ANNÉE 1922

CHAP. I.—RÉSUMÉ GÉNÉRAL

(1) LOCAUX SCOLAIRES ET PERSONNEL ENSEIGNANT

La population scolaire du Canada est de 2,100,000 âmes, ou près d'un quart de sa population totale. De cette gent écolière, environ 100,000 enfants sont dans des écoles privées, dont 55,000 dans des écoles subventionnées par l'Etat sans être sous son contrôle; plus de 60,000 dans les collèges et universités; 13,000 dans les écoles indiennes qui sont maintenues partie par le gouvernement et partie par les organisations religieuses; 9,000 dans les écoles normales; 1,600 dans les écoles pour aveugles et pour sourds; 80,000 dans des classes ou écoles d'apprentissage sous le contrôle de l'Etat et 1,860,000 dans les écoles ordinaires du jour sous le contrôle administratif.

Des 1,860,000 fréquentant les écoles sous le contrôle administratif, et des 55,000 se trouvant dans des écoles privées partiellement subventionnées; environ 590,000 sont dans les 62 plus grandes cités ou villes du pays; 555,000 dans d'autres écoles à classes multiples, dont 114,000 dans des écoles rurales centralisées, tandis que 770,000, ou environ 40 p.c. du total, sont dans des écoles à classe unique et, pour la plupart, dans les districts ruraux.

Ces 1,900,000 enfants des écoles publiques, ou des écoles indépendantes subventionnées sont répartis dans 51,000 salles de classe, où l'enseignement est donné, à une époque ou à l'autre de l'année, par 60,000 instituteurs et institutrices, la proportion des instituteurs quant aux institutrices étant de un à cinq. Comme les 51,000 classes représentent le nombre d'instituteurs enseignant en même temps (sauf pour les instituteurs qui n'ont pas charge d'une salle de classe) il doit y avoir eu environ 10,000 changements au cours de l'année. Il faut aussi se rappeler que le nombre d'élèves est quelque peu grossi par le fait que quelques enfants ont changé de localité au cours de l'année et ont été comptés plus d'une fois dans les inscriptions scolaires. Il n'y a pas de doute que ces cas sont plus nombreux dans les provinces nouvelles et qui se développent rapidement, que dans les vieilles provinces où la population est plus sédentaire.

La moyenne des 1,900,000 par classe est de 37, mais comme il y a dans les districts ruraux peu peuplés un grand nombre d'écoles à classe unique où le nombre d'élèves varie de 3 à 15, il n'est pas exagéré de dire que la moyenne des classes est de 40 élèves, et cela sous certaine réserve, car dans les centres urbains la tendance est plutôt à l'augmentation du nombre d'élèves dans une classe, et dans les écoles à classes multiples, il est d'environ 45; aussi, parce qu'il y a un plus grand nombre d'enfants dans les classes des tout petits que dans celles des plus âgés.

La moyenne de fréquentation de ces 1,900,000 enfants a été de 140 jours sur une année scolaire de 200 jours. Il serait peut-être plus explicite de dire qu'environ la moitié des enfants ont assisté à l'école moins de 135 ou 140 jours, et que l'autre moitié a dépassé cette période tandis qu'environ un sixième a fait moins de trois mois.

(2) PROGRÈS DE L'ANNÉE

L'année 1922 montre sur les précédentes une amélioration dans pratiquement toutes les phases de la vie scolaire qui se prêtent à l'analyse statistique. Il a été inséré dans ce travail un certain nombre de tableaux historiques pour illustrer la tendance du mouvement pédagogique. Il convient de mentionner parmi ces derniers les tableaux d'inscriptions et de moyennes de fréquentation depuis qu'il est tenu compte de ces données, jusqu'à nos jours, pages 84 et 87; les tableaux de recettes et déboursés, page 137 à 141; un tableau montrant l'inégalité numérique entre garçons et filles dans les degrés secondaires, page 112; un tableau montrant par province d'où viennent les élèves des degrés secondaires et leur destination probable, page 111. L'étude de ces tableaux justifie la conclusion que le désir de s'instruire est de plus en plus grand chaque année, puisque l'augmentation de la gent écolière est beaucoup plus rapide que celle de la population, ou que les moyens de s'instruire sont maintenant beaucoup plus effectifs et ont placé l'instruction mieux à la portée de toutes les classes sociales, ou, en d'autres termes, que l'outillage pour la protection de l'enfant devient de plus en plus puissant. Il est plutôt probable que l'augmentation de la population scolaire est due aux effets combinés de ces trois causes. La même chose peut être dite de ce trait si important de la pédagogie, peut-être le plus important, la régularité de la fréquentation. Le tableau des moyennes de fréquentation quotidienne ne reflète guère la régularité, parce qu'il prend sur le même pied les écoles qui ont été ouvertes une partie de l'année seulement et celles qui l'ont été tout le temps; de plus, les moyennes conduisent

souvent à des conclusions erronées. Tout de même, ces moyennes sont les seuls chiffres sur lesquels on puisse se baser pour déterminer la régularité de fréquentation scolaire dans toutes les provinces, et c'est beaucoup mieux que rien. Des chiffres plus précis donnés par quelques provinces, tableau 61, aident à l'interprétation du tableau des moyennes de fréquentation et à prouver que l'amélioration de la moyenne est réellement une amélioration générale.¹

Le diagramme de la page 88 met les dépenses du gouvernement en regard de celles des contribuables. Ici, les courbes sont divergentes et les lignes d'éloignent; la plus grande participation des contribuables devrait indiquer que la masse du public s'intéresse de plus en plus à la cause de l'éducation.

Le tableau 61 montre que l'inégalité numérique entre garçons et filles dans les degrés secondaires ne devrait être que temporaire. Une des constatations frappantes de l'année scolaire 1921-22 montre à l'évidence que les jeunes gens reviennent à l'école. Par la progression d'année en année, il est facile de se rendre compte qu'il ne s'agit pas là d'une exception pour 1922, mais que, tout comme pour l'assiduité et les contributions, c'est une tendance bien affirmée dont les interruptions sont facilement expliquées, quand il s'en produit.

Le tableau 59 montrant la provenance des élèves des hautes écoles dans une province est particulièrement intéressant parce qu'il montre le nombre grandissant des enfants d'ouvriers bénéficiant de l'enseignement secondaire. Généralement, l'augmentation des inscriptions dans les degrés secondaires et supérieurs est beaucoup plus prononcée que dans les degrés inférieurs, et, dans les degrés élémentaires il y a presque *uniformité* dans le chiffre des inscriptions. Ceci n'aurait pas grande signification si la population était stationnaire et s'il n'était pas reconnu que les écoles recrutent chaque année un plus grand nombre de débutants. Par exemple, le fait que d'année en année, le coefficient d'augmentation du degré I est plus faible que celui du degré VIII est l'indication d'un grand progrès. Cela peut signifier que le degré I et les autres degrés inférieurs ne reçoivent plus de nouveaux élèves alors que les degrés plus élevés sont renforcés par le retour de ceux qui ont passé un ou deux ans hors de l'école, à cause de la guerre; ou pour d'autres raisons, ou tout simplement des élèves du degré VIII forcés de répéter leur année vu la sévérité extraordinaire des examens de l'été précédent; ou le résultat de très nombreuses promotions du degré VII au cours de l'année; ou encore un dédoublement dû au fait que nombre d'élèves ayant commencé leur année dans le degré VIII d'une école rurale, l'ont terminée dans une école urbaine. La première possibilité est éliminée par le fait que les inscriptions générales augmentent rapidement, et par ce que les provinces tiennent note du nombre de débutants chaque année, lesquels augmentent aussi rapidement. Dans la Nouvelle-Ecosse, par exemple, il a été observé au cours de 1921-22: (1) que le nombre de commençants dans le degré I était beaucoup plus considérable que l'année précédente; (2) qu'il y avait diminution dans le nombre de ceux qui devaient répéter leur année dans le degré I; (3) qu'il y avait une forte augmentation dans les degrés plus avancés; (4) qu'il y avait dans le total des inscriptions une augmentation de 5,000, ou de 5 pour cent. L'élévation du coefficient d'augmentation dans les degrés supérieurs doit donc être considérée comme une amélioration marquée. D'autre part, comme la progression est constante et égale de degré en degré, il est pratiquement impossible que le coefficient d'augmentation dans le degré VIII soit dû à la répétition de l'un quelconque des degrés inférieurs.

On trouve ce qui est peut-être la plus grande preuve de progrès dans une observation qu'il échappe à l'expression statistique. Le grand nombre d'entrées aux écoles normales et les nombreuses inscriptions aux écoles d'été pour instituteurs démontrent que la nécessité d'employer des maîtres ou maîtresses peu qualifiés est à peu près disparue. Le pliant, encarté à la page 128 montrant les conditions régissant l'obtention des diplômes, est une indication que la tendance est à rehausser au niveau du certificat du degré XI, ou à l'équivalent de la matriculation universitaire, les qualifications requises pour le certificat de la dernière classe. Il y a aussi tendance à prolonger le stage de formation professionnelle. Cette formation a été remodelée pour bien s'adapter aux besoins nouveaux créés par l'introduction de l'hygiène scolaire, des travaux manuels, des sciences ménagères, des classes spéciales de la préparation à l'apprentissage, etc., dans le cours ordinaire.

(3) MANIFESTATIONS SOCIOLOGIQUES

Parmi les problèmes scolaires autour desquels se concentrent toutes les énergies des éducateurs, il y a les retards sous toutes les formes; l'hygiène scolaire sous ses aspects physiques, mental et moral; et l'organisation de l'école rurale. Le lecteur trouvera plus loin, dans la revue de l'enseignement dans chaque province, une courte esquisse historique des efforts faits dans ce sens jusqu'à maintenant. Les statistiques de l'hygiène scolaire, couvrant l'inspection médicale, les classes spéciales et les terrains de jeux, se trouveront page 120, et un sommaire du travail de comité canadien de l'hygiène mentale, page 56. L'importance du problème des retarda-

¹N.B.—En fait, l'augmentation montrée dans la moyenne de fréquentation quotidienne est en-dessous de l'augmentation réelle pour deux raisons: le nombre d'écoles restant ouvertes toute l'année est plus grand que par les années passées, de sorte que la moyenne quotidienne basée sur le nombre de jours pendant lesquels les écoles étaient ouvertes veut maintenant dire plus qu'autrefois; il est en même temps vrai qu'un faible pourcentage d'augmentation dans la moyenne de fréquentation quotidienne n'a d'importance qu'en autant, non pas que toute la population écolière a été un peu plus assidue qu'antérieurement, mais que toute une catégorie d'élèves, fréquentant l'école pendant une période décidément trop courte, s'améliorent d'une manière appréciable. Comme exemple: en 1904, la fréquentation moyenne d'une province était de 55.8 pour cent de l'inscription, et en 1922, elle était de 69.5. Cette amélioration de 14 pour cent en 18 ans est très considérable, mais elle ne laisse pas discerner à première vue toute sa valeur. Avant 1904, plus de 42 pour cent des élèves allaient à l'école moins de 100 jours—une période insuffisante—alors que 34 pour cent seulement y allaient pendant 150 jours ou plus, ce qui peut être considéré comme satisfaisant. En 1922, environ 25 pour cent ont eu moins de 100 jours de présence, alors que plus de 55 pour cent ont dépassé 150 jours.

taires devient évidente à l'étude des tableaux de classification par âge, degré et sexe, pages 89 à 107. Le tableau 13 est d'intérêt tout particulier parce qu'il donne par âge et degré la distribution de près d'un million d'enfants des écoles publiques et privées, soit environ la moitié des élèves de toutes les écoles ordinaires du Canada; les tableaux séparés, page 103 donnant la division par sexe d'environ 400,000 enfants, sont également intéressants. Dans un sens, ces tableaux sont les plus importants de ce rapport statistique parce qu'ils donnent pour la première fois un aperçu, couvrant tout le pays, de l'avancement des élèves à des âges déterminés. Dans ce tableau on a eu le soin de tenir compte de la date à laquelle les statistiques étaient colligées et afin d'éliminer les écarts qui pouvaient surgir du fait que les unes dataient du commencement de l'année et les autres de la fin, de sorte que les différences dues à la date des rapports originaux sont à peu près effacées, et ne sont pas plus grandes entre différentes provinces, qu'entre différentes parties d'une province. La répartition par âges n'offre pas autant de différences entre deux provinces que la même répartition entre les villes et les campagnes d'une même province; de sorte que, en établissant des moyennes pour tout le Canada, on ne s'expose pas à mettre ensemble des unités dissemblables. D'autre part, les nombres sont si grands qu'il est possible de rechercher quelles lois régissent la distribution. On ne peut déterminer jusqu'où la distribution à un certain âge est affectée par la vigueur ou la faiblesse mentale des enfants avant d'avoir pesé certains autres facteurs, dont les plus importants sont l'assiduité et l'âge des débuts à l'école. Le premier de ces facteurs est exposé dans le tableau 5 à 8 donnant le nombre de jours de fréquentation dans toutes les provinces fournissent ce renseignement. L'âge auquel les enfants entrent à l'école, d'après les observations obtenues sur 50,000 commençants, serait comme suit: (Une moitié des enfants de six ans sont supposés avoir 6½ ans, ou être plus près de leur 7ième anniversaire que de leur 6ième; 6½ et 7 ans sont pris comme les âges normaux.)⁽ⁱ⁾

Pourcentage de ceux qui commencent avant l'âge de 6½ ans.....	28
Pourcentage de ceux qui commencent entre 6½ et 7 ans dont 17 pour cent ont 6½ ans.....	52
Pourcentage de ceux qui commencent à l'âge de 8 ans.....	12
Pourcentage de ceux qui commencent à l'âge de 9 ans.....	4.5
Pourcentage de ceux qui commencent à l'âge de 10 ans.....	1.7
Pourcentage de ceux qui commencent à l'âge de 11 ans.....	0.9
Pourcentage de ceux qui commencent à l'âge de 12 ans.....	0.4
Pourcentage de ceux qui commencent à l'âge de 13 ans ou plus.....	0.5

Par le tableau 12, page 92, on voit que sur 61,802 enfants de six ans, ou moins, 60,450 sont dans le degré I, ou à l'école maternelle, et, que des 151,523 enfants de sept ans, ou de moins sept ans, seulement 15,431, ou 10 pour cent ont passé le degré I, bien que 61,802 d'entre eux n'aient que six ans, ou moins, et que parmi ces derniers, 26,000 aient 6½ ans, ou 7 ans au prochain anniversaire. Si 28 pour cent commencent leurs classes avant l'âge de 6½ ans, 14 pour cent à l'âge de 6½ ans, et 35 pour cent à 7 ans, le tableau devrait montrer que la proportion des élèves de 7 ans (qui est l'équivalent de 7½ ans) dans les degrés supérieurs relativement au degré I devrait être de 45 à 35; c'est-à-dire que le degré I devrait avoir 44 pour cent des élèves âgés de 7 ans. Comme question de fait, il en a 83 pour cent, et les degrés supérieurs n'en ont pas plus qu'ils n'en pourraient avoir si aucun élève n'avait commencé ses classes avant 6½, ou 7 ans au prochain anniversaire. Par conséquent, il est difficile de croire que les enfants gagnent du temps en commençant leurs classes à très bas âge, sauf dans des cas exceptionnels. Mais les 35,000 en bas de 6½ font à peu près 4 pour cent du total des inscriptions. Comme il y a environ 51,000 salles de classe dans toutes les écoles ordinaires du Canada, ils occupent 2,080 salles de classe, et en moyenne absorbent 4 pour cent des dépenses totales, soit environ \$4,000,000.

Pour les âges de 7 à 13 ans, les degrés médians sont comme suit:

Age	Degré	Age	Degré
7	1-58	11	4-74
8	2-17	12	5-60
9	2-87	13	6-53
10	3-89		

En faisant une moyenne du degré médian pour tous les âges, nous obtenons le degré 4.50, ce qui nous conduit aux déductions suivantes qui méritent considération.

RETARDATAIRES		AVANCES	
1 an.....	150,140 ou 23.8 pour cent du total	122,534 ou 19 pour cent du total.	
2 ans.....	62,596 ou 9.9 pour cent du total	41,206 ou 6.5 pour cent du total.	
3 ans ou plus.....	26,072 ou 4.1 pour cent du total	14,551 ou 2.3 pour cent du total.	
Total.....	238,808 ou 37.8 pour cent du total	178,291 ou 28.2 pour cent du total.	

Il est extrêmement douteux que le nombre de ceux qui sont en retard de trois ans ait quelque rapport avec le nombre des élèves qui sont entrés à l'école trois ans plus âgés que les autres, ou que le nombre de ceux qui sont trois ans en avance soit affecté par ceux qui sont entrés très jeunes. Les retards dépassent les avances de 10 pour cent du total, ou de 34 pour cent des avances, et les retardataires de trois ans ou plus sont presque deux fois aussi nombreux que les avancés de trois ans ou plus. Cela n'est probablement pas dû autant au fait que les enfants dont l'intelligence est inférieure à la moyenne sont plus nombreux que ceux qui dépassent la moyenne, mais plutôt au fait que les enfants d'une intelligence au-dessus de la moyenne sont toujours les premières victimes de toutes les conditions qui leur sont inadéquates.

⁽ⁱ⁾ Il y a une remarquable uniformité d'âges des débuts scolaires entre les différentes provinces, et les différences entre les âges sont à peu près égales. Ainsi, la compilation d'une province qui manquerait, et qui est arrivée en retard d'un an, a donné des résultats qui étaient presque exactement semblables. Ceci permettrait de conclure que 30 pour cent des enfants entrent à l'école à l'âge de 6½ ans; 50 pour cent, entre 6½ et 7 ans; 12 pour cent à 8 ans; 4 pour cent à 9 ans et 4 pour cent à 10 ans ou plus.

CHAPITRE 2—RÉSUMÉ PAR PROVINCES

ÎLE DU PRINCE-ÉDOUARD

Population scolaire.—En l'année 1922, les écoles et institutions d'enseignement de l'île du Prince-Édouard avaient, au total, 19,678 écoliers ou étudiants ainsi répartis: 18,323 dans 473 écoles primaires et secondaires (sans y comprendre 341 élèves du collège Prince of Wales), 166 dans les écoles d'agriculture et les écoles techniques, 230 dans les universités, 2 dans l'école pour les aveugles d'Halifax, 6 dans l'école pour les sourds d'Halifax, 75 dans les collèges commerciaux privés, 497 dans des écoles privées, tant élémentaires que secondaires et 38 dans les écoles indiennes. Ajoutons que 259 jeunes gens ou jeunes filles de l'île du Prince-Édouard fréquentaient des collèges et des universités situés dans d'autres provinces du Canada; ce qui porterait le total de la population scolaire de l'île du Prince-Édouard à 19,937, comparativement à 18,439 pour l'année précédente.

Écoles primaires et secondaires sous le contrôle administratif.—Les 18,664 écoliers—9,400 garçons et 9,264 filles—appartenant aux écoles primaires et secondaires peuvent être ainsi divisés: 11,753—5,952 garçons et 5,801 filles— dans 415 écoles primaires à classe unique; 6,570 dans les écoles primaires à classes multiples; enfin, 341 au collège Prince of Wales, qui est tout à la fois une institution d'enseignement secondaire et une école normale.

Moyenne d'assiduité.—La moyenne de fréquentation quotidienne dans les écoles primaires et secondaires, en excluant le collège Prince of Wales, atteignait 12,338, soit 67·4 p.c. des élèves inscrits. Les écoles primaires étaient fréquentées par 7,426 écoliers, soit 63·29 p.c. des élèves inscrits; les écoles primaires à classes multiples contribuent à cette moyenne pour 1,653 écoliers, soit 69·2 p.c. des inscriptions et les écoles de première classe pour 3,259 écoliers soit 78 p.c. des inscriptions. L'an dernier, les pourcentages correspondants étaient de 65·3 pour l'ensemble des écoles, 62·1 pour les écoles primaires, 67·6 pour les écoles à classes multiples et 73 pour les écoles de première classe.

Il résulte des chiffres du tableau de la page 84, le nombre des élèves inscrits n'avait jamais été aussi élevé qu'en 1922 (si nous exceptons 1914) depuis 1907; d'autre part, que ce pourcentage d'assiduité quotidienne n'avait jamais encore été atteint dans la province, puisqu'il dépasse de plus de 3 p.c. celui de l'année 1921, qui était jusqu'ici le meilleur; les progrès les plus remarquables ont été accomplis dans les écoles de première classe, mais les écoles rurales à classe unique présentent, elles aussi, une augmentation substantielle.

La Loi des Ecoles publiques de 1877 contient une disposition imposant péremptoirement aux enfants de 8 à 13 ans, l'obligation de fréquenter l'école pendant au moins 12 semaines durant l'année, dont six semaines consécutives; d'autre part, si, dans un district scolaire, la moyenne de fréquentation n'atteint pas au moins 50 p.c. des enfants d'âge scolaire, l'allocation de la province, pour le traitement de l'instituteur, se trouve *ipso jacto* réduite d'un montant proportionnel à ce déficit et les syndics d'écoles doivent récupérer cette somme au moyen d'une imposition frappant les familles des enfants manquants. En 1921, cette loi fut amendée en ce sens que le minimum d'assiduité moyenne est porté à 60 p.c. du nombre des enfants de 6 à 15 ans inclusivement. Un autre amendement passé en 1921 oblige les enfants de 7 à 13 ans à fréquenter l'école pendant au moins 60 p.c. de la durée de son ouverture, à moins qu'ils n'en soient spécialement exemptés.

Degrés—âge, etc.—Les élèves des écoles ordinaires ont divisés en quatre échelons distincts, correspondant au degré d'avancement de leurs études; le premier échelon possédait 5,417 élèves; le deuxième 4,749, le troisième 4,433 et le quatrième 3,557. Il n'existe aucune statistique permettant de savoir combien d'entre eux suivaient les cours de haute école, mais il est permis de supposer qu'environ la moitié des élèves du quatrième échelon était dans ce cas. Les 341 élèves du collège Prince of Wales, où l'on dispense l'enseignement secondaire, doivent tous être placés dans cette catégorie, à l'exception toutefois, de ceux de troisième année qui sont admis dans les universités en troisième année de lettres, s'ils occupaient un bon rang au collège.

Au cours de l'année 1921-22, une nouvelle édition du programme des études était publiée; les travaux des élèves s'y trouvent divisés en dix degrés, huit d'enseignement primaire et deux d'enseignement secondaire. Les statistiques basées sur cette nouvelle division des études présenteront un grand intérêt et l'on espère en trouver les éléments dans les rapports futurs du département.

Le certificat d'études a été institué en 1920; il a pour but de constater les progrès accomplis par les élèves dans les huit premiers degrés.

Personnel enseignant.—En 1922, il se composait de 611 personnes, dont 122 instituteurs et 489 institutrices; 415 d'entre eux enseignaient dans les écoles à classe unique et 196 dans les écoles à classes multiples. La moyenne de leur traitement s'établissait à \$533.00, soit une augmentation de \$7 sur l'année précédente.

Formation des instituteurs.—C'est au collège Prince of Wales que se donne l'enseignement pédagogique, concurremment avec les études académiques; chaque étudiant de première année est tenu de suivre ces cours; en 1922, il y avait 215 étudiants de première année.

A l'instigation de l'Association des Instituteurs et à la suite de conférences entre des syndics d'école et des éducateurs, une nouvelle organisation, connue sous le nom de «l'Association éducative de l'île du Prince-Édouard», a été fondée.

Ecoles rurales.—On a déjà vu que le nombre des élèves des écoles à classe unique était de 11,753, répartis entre 415 écoles, lesquelles étaient assidûment fréquentées par 7,426 écoliers ou 63.8 p.c. des élèves inscrits, comparativement à 74.7 p.c., soit plus de 35 p.c. du total, dans les écoles à classes multiples. 148 de ces petites écoles n'avaient en moyenne pas plus de 15 élèves présents et 360 autres n'avaient que 10 élèves ou moins. Dans son rapport pour 1922, pages XXIII à XXVII, le directeur général de l'enseignement présente très clairement le problème des écoles rurales et suggère le moyen pratique de le résoudre. L'une de ces suggestions est de rediviser la province en sections moins nombreuses mais plus étendues.

Enseignement agricole et technique.—Ces deux enseignements dépendent d'une unique organisation, créée par la loi fédérale sur l'enseignement technique de 1919. Cette institution, maintenant dans sa troisième année, porte le nom de «Ecole technique et d'Agriculture de l'île du Prince-Edouard». Elle reçut pendant l'année 65 élèves à ses classes du jour et 107 à ses classes du soir, au lieu de 55 et 72 respectivement l'année précédente. Après avoir achevé deux années d'études, ces élèves sont maintenant admis en seconde année au Collège provincial d'Agriculture de la Nouvelle-Ecosse.

Le chapitre 5, 1921, lois de l'île du Prince-Edouard, place cette école sous la direction du commissaire de l'Agriculture, mais le directeur général de l'enseignement jouira d'un droit d'inspection et pourra également aider et conseiller le commissaire.

Les expositions scolaires prennent de plus en plus d'importance dans la province, 48 expositions de cette nature ayant eu lieu pendant l'automne de 1922; 255 écoles et environ 4,876 élèves y ont participé, exposant environ 17,074 objets. Les instituts féminins forment une organisation éducative qui n'est pas négligeable; à la fin de l'année, il en existait 61 possédant tous ensemble 1,400 membres.

Inspection médicale.—L'inspection médicale fut introduite dans les écoles de l'île du Prince-Edouard en 1921; cette année-là, 2,418 élèves appartenant à 20 écoles, furent inspectés par les infirmières de la Croix Rouge et des médecins locaux. Cette œuvre fut poursuivie activement en 1921-22; elle porta sur 119 écoles rurales et 3,515 élèves furent examinés, pesés et mesurés. Dans chaque cas, des fiches explicatives furent envoyées aux parents indiquant les déficiences dont souffraient les enfants et si, légères, elles pouvaient être corrigées par un traitement à domicile ou si l'il était préférable de consulter le médecin de la famille. Les syndics d'école et les parents furent invités à assister à cette inspection et aux causeries faites aux enfants sur les habitudes d'hygiène; les résultats obtenus ont été fort appréciés. Dans de nombreux cas où les enfants devaient subir une opération, lorsque les parents ne pouvaient en payer le coût, des arrangements satisfaisants ont été faits soit avec l'hôpital soit avec des chirurgiens.

Enseignement supérieur.—Le collège Prince of Wales, dont les élèves de troisième année suivent des cours universitaires avait, en 1922, un plus grand nombre d'élèves que jamais auparavant. L'université St. Dunstan avait 230 étudiants.

Coût de l'instruction publique.—Il a été dépensé pendant l'année \$428,869, au lieu de \$396,768 en 1921; sur cette somme \$157,766 étaient fournis par les districts et \$271,103 par le gouvernement. Le coût par élève inscrit atteignit \$21.21, au lieu de \$20.80 en 1921 et par élève effectivement présent \$31.49, au lieu de \$31.82 en 1921

NOUVELLE-ÉCOSSE

Sommaire de toutes les institutions.—Le total de toutes les inscriptions de l'année scolaire 1921-22 dans toutes les institutions d'enseignement de la Nouvelle-Ecosse a été de 127,517. Ce dénombrement comprend 114,229 inscriptions aux écoles générales; 352 au collège Normal; 738 dans les instituts pédagogiques; 7,086 dans les écoles d'agriculture, de commerce et d'autres spécialités, comprenant toutes les écoles du soir, mais non pas les cours universitaires; 372 dans les cours préparatoires des collèges et universités; 490 suivant des cours abrégés, spéciaux ou par correspondance, aux collèges ou universités; 1,390 dans les écoles privées, élémentaires ou secondaires; 698 dans les écoles commerciales privées; 127 à l'école des sourds;¹ 174 à l'école des aveugles et 276 aux écoles des Indiens.

Ecoles générales—Inscriptions.—Des 114,229 élèves inscrits aux écoles ordinaires—(degrés I à XII), 72,091 peuplaient 1,551 écoles à classes multiples, et 42,200 formaient le contingent de 1,458 écoles à classe unique, ces dernières étant presque toutes dans des districts ruraux. De ces derniers, 6,000 étaient inscrits à 447 écoles de moins de 20 élèves; environ 21,000 à 716 classes ayant de 20 à 39 élèves et le reste, 15,000, appartenait à 253 classes de plus de 40 élèves. La moyenne du nombre d'élèves dans une classe des écoles rurales a été de 29, et, dans les écoles à classes multiples, de 46.

Moyenne de la fréquentation quotidienne.—La moyenne de la fréquentation quotidienne a été de 79,410, ou 65.5 p.c. des inscriptions, ce qui est le plus fort chiffre atteint jusqu'à date, et dépasse de 6,171 la moyenne de l'année précédente. Le total des jours de fréquentation des 114,229 élèves a été de 15,795,061 ce qui montre qu'en moyenne, chaque enfant a fréquenté les classes pendant 139 jours. Entre tous les élèves inscrits, 4,472 ont fréquenté l'école moins de 20 jours; 9,343 de 20 à 49 jours (c'est-à-dire que 12.1 p.c. ont fréquenté moins de 50 jours); 14,642, ou 12.8 p.c., de 50 à 99 jours; 22,862, ou 20 p.c., de 100 à 149 jours; 58, ou 5.1 p.c., de 150 à 199 jours, et 4,618, ou 4.1 p.c. 200 jours ou plus. Il est à noter que l'augmentation sur 1921

¹Inclus des élèves de l'I.P.-E., N.-B. et Terre-Neuve—Voir page 120.

est plus significative qu'elle ne la paraît à première vue ou à la simple comparaison des pourcentages de chaque année, qui sont respectivement de 69·8 et 66·9. L'augmentation vient d'une baisse de 81 par 1000 dans le nombre des élèves fréquentant l'école moins de 100 jours (ou environ 5 mois), et une avance de 111 par 1000 dans le nombre de ceux qui y sont allés pendant plus de 150 jours. En d'autres termes, il y a eu une baisse considérable dans le nombre de ceux qui ont fréquenté l'école pendant une période insignifiante, et une hausse dans le nombre de ceux qui l'ont fréquentée sérieusement. On verra plus loin, par le tableau 5 montrant les chiffres de la fréquentation depuis la Confédération, que cette augmentation n'est pas due au hasard ou à une cause accidentelle, mais est bien la continuation d'une tendance générale et qui va en s'accroissant. Comme la régularité de la fréquentation scolaire est probablement le facteur le plus important dans la détermination du progrès, les chiffres de 1922 sont très satisfaisants. Au point de vue financier, on constatera que les dépenses de 1922 excèdent de \$204,024 celles de 1921 qui dépassaient déjà celles de toutes les années antérieures, le coût par élève inscrit ayant été réduit de \$1.16 (de \$47.04 à \$45.92). La fréquentation moyenne de l'année ayant été de 79,410, au taux de \$47.04 par élève, comme en 1921, les dépenses de 1922 auraient été de \$92,126 plus élevées.

La progression dans l'assiduité scolaire, qui a été particulièrement prononcée depuis 1904 jusqu'à 1915, excepté pour deux brefs arrêts en 1907 et 1911, a été sérieusement affectée par la guerre et l'épidémie d'influenza qui, en 1919, ont ramené le chiffre de la fréquentation à son niveau de 1910. La reprise s'est cependant faite avec une rapidité qui est sans parallèle dans le domaine scolaire de la province, sauf peut-être dans l'augmentation du nombre d'élèves dans les degrés secondaires (spécialement les garçons). Une analyse de la moyenne de l'assiduité montre que cette augmentation est plus importante qu'elle ne le paraît à première vue. Pour cela il suffit de consulter le tableau montrant la durée individuelle de fréquentation.

Répartition par âge et degré.—Bien qu'il y ait une augmentation de 5,000 dans le nombre d'élèves inscrits dans les écoles ordinaires de jour sous le contrôle administratif, et bien qu'il y ait eu un excédent de plus de 1,000 débutants (voir tableau 15) sur 1921, on constate cependant une diminution de 3,031 dans le degré I, provenant d'un plus petit nombre de ceux qui doublent leur degré I. Il n'est pas illogique d'associer une partie de cette baisse du nombre de ceux qui répètent le degré I à la vive décroissance du nombre de ceux qui ont donné moins de 100 jours d'assiduité, et à la forte croissance du nombre de ceux qui ont donné plus que 160 jours. A cette diminution, les garçons ont contribué pour 1,787, et les filles, pour 1,244. Une analyse de l'augmentation de 4,746 démontre qu'après une déduction de 3,031 dans le nombre de ceux qui doublent le degré I, ce qui est déjà un progrès, l'augmentation réelle dans tous les autres degrés est de 7,777. A cela, les garçons ont contribué pour 4,460 et les filles pour 3,317, mais les garçons au-dessus du degré IV ont fourni 1,807, ou environ un quart de l'augmentation totale et les filles, 992; dans les degrés VII jusqu'à XII, les garçons ont contribué pour 1,422 et les filles, pour 844. Pour ce qui est des commençants dans le degré I, les garçons ont donné environ 1000 et les filles environ 900. Ceci montre une augmentation prononcée, surtout en ce qui regarde les garçons, dans tous les facteurs d'amélioration, et une diminution dans les facteurs de dépression. Les tableaux d'âges et degrés compilés par la province ne tiennent pas compte du sexe, mais les tableaux de la Saskatchewan, du Manitoba et de l'Ontario, pages 104, montrent que les garçons ne sont généralement pas aussi avancés que les filles du même âge et il en est probablement de même dans les autres provinces et les autres pays. Il y a à cela deux raisons principales (1) une fréquentation plus régulière de la part des filles; (2) une maturité plus hâtive. Si l'on ajoute à cela que les filles fréquentent généralement l'école plus longtemps que les garçons, il n'est pas surprenant de trouver celles-ci en majorité dans les degrés supérieurs. Il reste toujours à savoir si la vraie signification de ce dernier fait est généralement reconnue. Les chiffres de 1915 à 1919 semblaient indiquer que les garçons étaient lentement éliminés des degrés supérieurs, mais les statistiques plus récentes, et surtout le beau rapport de 1922, semblent indiquer qu'il n'y avait là qu'un arrêt temporaire causé par la guerre. Les tableaux statistiques en partie 2 décrivent (1) l'inscription des garçons et filles depuis 1894 (tableau 4); (2) des garçons et filles dans les degrés de haute école depuis 1904 (tableau 61). On y voit (1) une tendance générale à la baisse tant chez les garçons que chez les filles, dans les degrés élémentaires les plus avancés; (2) un mouvement de progression qui s'est rapidement accentué pour les deux sexes, dans les inscriptions de haute école, mais aussi plusieurs fâcheuses dépressions qui ont affecté les garçons plus que les filles; à la fin de chacune de ces dépressions, le niveau antérieur est rapidement atteint et dépassé. L'augmentation rapide depuis 1919, et les chiffres maxima maintenant atteints ne semblent être que la continuation de la progression qui a été si brusquement interrompue en 1915, d'abord par la guerre, ensuite par les épidémies d'influenza de 1918 et 1919.

Degrés de haute école et degrés élémentaires les plus avancés.—Le nombre d'élèves dans les degrés secondaires (degrés IX–XII), pour l'année, a été de 11,039, dont 4,202 garçons et 6,837 filles. Ceci représente 777 garçons et 557 filles de plus que l'année précédente. L'inégalité numérique des garçons et filles dans les degrés secondaires en chaque année, depuis 1904, est illustrée par le tableau 61 page 112. On y voit qu'à partir de cette date, le nombre de filles a presque complètement doublé celui des garçons, et qu'en 1919, il l'a plus que doublé. C'est pourquoi l'augmentation du nombre des garçons est une heureuse constatation. Des 11,039 élèves des degrés secondaires, 1,334 garçons et 1,503 filles, ou 2,837 en tout, fréquentaient 18 académies de comté. Des autres 8,202 élèves des hautes écoles, 5,400 fréquentaient 64 classes où l'on ne professait aucune des matières au-dessous de celles du degré IX, ces hautes écoles se trouvant

en certains cas dans des villes relativement peuplées, mais non chef-lieu de comté, étant plus grandes que les académies de comté et où sont gratuitement admis les enfants qualifiés de la ville. Les autres 2,802 élèves de haute école recevaient leur enseignement dans 1,586 écoles primaires dotées d'un cours supérieur. De ces dernières, 1,242 étaient des écoles avec un seul instituteur; 220, avec deux instituteurs et 124 avec trois, ou plus de trois. Des écoles à un seul instituteur, 98 poussaient leur enseignement jusqu'au degré XI, ou l'année de matriculation; 417 s'arrêtaient au degré X et 727 au degré IX. Il est intéressant de noter en passant que 6 des écoles à classes multiples poussent leur enseignement jusqu'au degré XII. Bien que les examens des hautes écoles provinciales soient facultatifs, (8,241—2,856 garçons et 5,385 filles), sur un total de 11,000, ont subi ces examens en juillet. Sur ce nombre, 3,625 étaient candidats au certificat du degré IX; 2,746 au degré X; 1,437 aspiraient au certificat du degré XI et 270 du degré XII. A noter que 681 candidats ont subi leur examen pour le minimum des qualifications d'instituteur ou institutrice (voir page 128). Cet examen, subi avec succès, donne au candidat droit à un certificat d'un degré plus bas que le rang académique correspondant auquel il aurait droit s'il avait suivi les cours de l'école normale; de sorte qu'il faut une année de plus de travaux académiques pour compenser le défaut de formation professionnelle. Environ 350 des autres candidats étaient de l'école normale, de sorte que sur les 8,241 candidats,—sur un total de 11,000 élèves de hautes écoles, 1,031 se destinaient à l'enseignement. Il y a trente ans, tous les élèves et non pas seulement un onzième, étaient forcés de passer tout à la fois l'examen académique et l'examen pédagogique. En plus de ces 11,000 élèves dans les degrés IX—XII, 13,926 étaient dans les degrés VII et VIII, qui peuvent être appelés assez proprement les degrés intermédiaires, et qui sont les classes préparatoires aux hautes écoles, là où ces écoles existent. L'augmentation du nombre de garçons dans ces degrés avancés des écoles élémentaires—645 garçons et 287 filles—est un détail frappant, parce que l'inégalité numérique dans les degrés intermédiaires était presque aussi grande que dans les degrés secondaires. Sur un total de 114,229 inscriptions, il y en avait 24,965, ou 22 p.c. aux degrés secondaires ou intermédiaires.

Enseignement secondaire.—C'est par l'enseignement secondaire que l'histoire de l'instruction publique débute dans la Nouvelle-Ecosse, mais cependant dans un sens très différent de celui qui lui est attribué aujourd'hui. Maintenant, l'enseignement secondaire est considéré comme la continuation des connaissances primaires. Le cours d'études est divisé en douze degrés dont les quatre derniers sont considérés comme secondaires et peuvent être enseignés dans toutes les écoles où il y a un instituteur ou une institutrice compétent. Les hautes écoles et les académies de comté sont tout simplement des occasions spéciales et pas du tout une classe spéciale d'écoles. Les examens qu'il faut subir avant d'entrer dans ces académies ont uniquement pour but de déterminer si les candidats ont la préparation suffisante pour entreprendre l'étude des matières du premier degré de haute école, et lorsque leur aptitude est suffisante, ils ont droit à l'instruction gratuite pourvu qu'ils habitent le comté où se trouve l'académie. La seule condition à l'admission à l'académie est la qualification. On verra plus loin qu'il en est de même dans toutes les autres parties du Canada, sinon de forme, du moins de fait. Cependant, il convient de remarquer que cette province possède un système ininterrompu d'instruction depuis les premiers rudiments jusqu'à la fin de l'instruction secondaire. Il est possible qu'avec le temps, ce système se complète par un cours d'arts et sciences dans une université.

Lors des origines de la province, l'instruction secondaire signifiait une catégorie spéciale d'écoles accessibles seulement à une certaine classe de la société et donnant aux enfants des privilégiés une formation distincte de celle des écoles ordinaires. Les enfants de parents pauvres mais supérieurement doués étaient admis à ces écoles à titre de boursiers. En 1811, l'établissement de ces écoles, appelées écoles de grammaire, était voté par une loi spéciale, qui leur donnait l'existence dans plusieurs districts et villes. Le lieutenant-gouverneur nommait trois syndics pour chaque école, et ces derniers, à leur tour, devaient nommer 8 boursiers au maximum. En 1816, la loi accordait au comté de Pictou l'incorporation d'une académie sous le prétexte de fonder une université écossaise, et une subvention était assurée à l'académie pour quelques années. En 1864, la loi des écoles gratuites rendait l'accès des écoles de grammaire gratuit à tous les enfants d'âge scolaire habitant le comté. Jusqu'à 1893, l'école normale pour la formation des instituteurs n'était qu'une haute école ajoutant des cours professionnels à son cours académique. Cette même année, on en fit une institution strictement professionnelle, et de ce jour l'enseignement secondaire prit un nouvel aspect. Jusque-là, les cours de haute école étaient suivis par ceux qui se destinaient soit à l'enseignement, soit aux études universitaires. Il n'y avait pas de diplôme proclamant les mérites purement académiques d'un étudiant. En 1893, on institua des examens séparés pour les élèves qui ne se destinaient pas à l'enseignement, et leur donnant droit à un certificat, selon le degré qu'ils avaient atteint. Ceux qui obtenaient ces certificats pouvaient ensuite passer un examen professionnel ou suivre l'école normale et obtenir un diplôme professionnel. En 1908, il s'opéra un changement intéressant dans le cours de haute école. Antérieurement, chaque degré, excepté le plus élevé, contenait huit matières d'examen. Quand un élève se préparait à l'université, il devait apprendre les langues, modernes ou classiques en matières, et s'il obtenait un certain minimum dans ses examens sur ces matières (facultatives) ces points étaient ajoutés à la somme de ceux qui lui étaient attribués sur les matières obligatoires. Jusqu'à 1900, il fallait passer l'examen sur chacune des huit matières obligatoires avant d'avoir droit à un certificat, mais cette même année, il fut possible d'obtenir un certificat pour le degré en question, en passant l'examen sur les huit matières obligatoires de haute école, sauf à passer plus tard un examen supplémentaire sur les matières non exigées des candidats à l'enseignement. En 1908, le nombre des matières fut réduit à six, l'anglais étant la seule matière obligatoire et le nombre de points requis étant plus élevé. Ce changement a eu pour effet d'établir un nouveau trait d'union entre les écoles publiques et l'université. En même temps, les qualifications extra-professionnelles pour le diplôme le plus élevé d'instituteur équivalait à un degré universitaire et le degré supérieur de haute école (autrefois appelé le degré «A») qui couvrirait pratiquement toutes les matières d'un cours universitaire, devint un quatrième degré de haute école, donnant à celui qui le conquerrait, un rang équivalent à celui du degré XII dans les autres provinces. Ce degré «A» pouvait s'acquérir par deux examens donnant droit chacun à un certificat séparé, le degré «A» classique ou le degré «A» scientifique, mais le degré «A» entier, que plusieurs élèves passaient en un an, couvrait plus de 30 matières d'examen.

Personnel enseignant des écoles ordinaires.—Le nombre d'instituteurs et institutrices en 1922 était de 3,208, dont 263 instituteurs et 2,945 institutrices, ce qui fait en tout une augmentation de 119 sur l'année précédente. Les instituteurs sont de 60 plus nombreux qu'en 1921, mais malheureusement cette augmentation ne se constate que chez les porteurs de diplômes inférieurs. Cinquante-sept des instituteurs avaient leur diplôme académique tandis que les autres avaient un certificat de la classe «A», ou l'équivalent d'un certificat de première classe ailleurs. Des

3,208 instituteurs ou institutrices, 1,584 avaient passé par l'école normale et les autres avaient un certificat basé sur l'examen professionnel, plus particulièrement un certificat académique inférieur d'un an au degré qu'ils auraient eu à l'école normale. Ceux ou celles qui ne sortent pas de l'école normale, — la plupart dans les districts ruraux — suivent des cours spéciaux de quatre semaines qui leur sont donnés par les inspecteurs. Ces écoles d'été reçoivent en moyenne 600 élèves par année. En 1922, elles en ont reçu 738.

On attribue à l'exode vers d'autres provinces ou d'autres professions le fait qu'il n'y a que 1,584 instituteurs ou institutrices sortant de l'école normale, bien que cette institution en ait formé 4,803 depuis 1901. Naturellement, les districts ruraux sont ceux qui souffrent le plus de cet état de choses. Pour remédier à ce mal, le surintendant suggère la centralisation ou le fusionnement des écoles.

Formation des instituteurs.—Le nombre d'élèves du Provincial Normal College, à Truro, en 1922, était de 352, soit une augmentation de 111 sur l'année précédente, et la plus forte inscription depuis son existence. Soixante-huit de ses élèves avaient un degré universitaire et se préparaient au diplôme académique; 24 se préparaient pour le premier diplôme supérieur et avaient le grade académique du degré XII; 122 celui du degré XI, 000 se préparaient pour le diplôme de première classe; 111 avec le degré X et 16 avec le degré IX; 4 se préparaient pour le diplôme d'école maternelle; 4 pour le certificat de sciences mécaniques et 3 pour le certificat de sciences ménagères. Il est à remarquer que 127 seulement des 341 élèves se préparant à l'enseignement dans les écoles ordinaires avaient des certificats inférieurs au degré XI. Ce groupe de 352 étudiants se composait de 40 jeunes gens et 312 jeunes filles; 24 des premiers avaient un degré universitaire, les autres appartenant à la classe «A» et à la classe «B».

L'administration voit aussi à ce que les étudiants acquièrent certaines connaissances en hygiène, bien-être de l'enfance et économie politique rurale. Au commencement de l'année, le ministère provincial de la santé et la Croix Rouge s'entendent pour donner une série de conférences aux futurs instituteurs, passant en revue les principaux problèmes de la salubrité à l'école et au foyer. Outre ces conférences, les étudiants suivent un cours régulier d'hygiène donné par un membre du personnel. Les cours d'économie politique rurale ont été suivis par 195 élèves et 22 de ceux qui ont obtenu leur certificat en cette matière sont revenus aux cours d'été.

Outre la formation donnée aux 352 élèves suivant les cours réguliers de l'école normale officielle de la province, les inspecteurs organisent des cours spéciaux, du 25 juillet au 20 août, pour l'avantage des instituteurs qui n'ont pas reçu l'entraînement normal. Ces cours spéciaux ont été donnés en 12 endroits différents et ont été suivis par 738 élèves-instituteurs, dont 46 étaient dans le degré académique XII; 221 dans le degré XI; 255 dans le degré X et 216 dans le degré IX. En présumant qu'un élève ne suive ces cours qu'une seule fois, le nombre des inscriptions a été de 1,332 en 1922 et 1922. En faisant la comparaison entre le nombre des instituteurs ou institutrices formés à l'école normale, et ceux qui ne le sont pas, il faut tenir compte que ceux qui suivent ces cours d'été ne sont pas classés parmi les premiers. Il est aussi à remarquer que l'instituteur qui ne sort pas de l'école normale doit avoir, à rang égal, un degré académique plus élevé. Ainsi, le diplôme professionnel «B» est accordé au degré XI, avec la formation normale, mais l'étudiant qui n'a pas cette formation doit avoir le degré XII pour avoir droit au même diplôme. De plus, ils sont tenus de passer quatre semaines à l'institut inspectoral.

Sciences rurales.—On a groupé sous cet en-tête les expositions scolaires, les discussions aux réunions d'institutrices, les clubs sociaux ou coopératifs et les congrès de cultivateurs, qui sont sous la direction d'un fonctionnaire provincial appelé le directeur des sciences rurales, et deux instituts pour l'enseignement des sciences rurales, de l'histoire naturelle et la manière de diriger les camps d'été pour filles ou garçons. Le directeur est cependant d'avis que la meilleure préparation est celle de l'école normale et du cours d'été. C'est par les instituteurs en formation qu'il est le plus facile de préparer et propager un mouvement. Le cours d'été de 4 semaines, donné à l'école normale de Truro, a été suivi par 209 élèves en 1922, et 192 en 1921. Les études consistent en classes régulières et en nombreuses conférences par des spécialistes du dehors. Les études régulières couvrent une grande variété de sujets, y compris un cours avancé de biologie. Comme résultat de ces études, 22 élèves ont obtenu leurs diplômes et 62 leurs certificats de compétence dans 4 sujets ou plus; 19 des élèves avaient déjà leur diplôme. Le coût de ces cours a été de \$2,619.

Le tableau 68, page 116, donne une idée assez complète des activités combinées de la section des sciences rurales du Collège d'Agriculture. Le tableau 99, page 148, contient des renseignements plus complets sur le Collège d'Agriculture qui donne un cours académique avancé et un cours abrégé d'agriculture. Le nombre d'élèves fréquentant le collège au cours de l'année a été de 73, ce qui est une légère diminution. On y donne deux cours, «A» et «B». Le premier est pour les élèves qui veulent suivre un cours de quatre ans, dont deux à Truro et deux autres dans tout autre collège d'agriculture du Canada; le «B» est le cours proprement dit; il dure deux ans, et dans ses grandes lignes est d'un caractère plus pratique que le «A». Des 44 élèves inscrits au commencement de 1922-23, 26 étaient dans le cours «A» et 18 dans le cours «B». Le cours abrégé de janvier, pour cultivateurs et leurs fils, a eu 79 inscriptions. Un cours correspondant pour femmes, a eu 12 entrées. Un cours sur la basse-cour, en mars, a eu 22 entrées. Outre ceux qui se sont inscrits régulièrement, ces cours ont été suivis par intermittences par un grand nombre d'élèves. Il y eut aussi 14 cours abrégés spéciaux, d'une durée de quelques jours, donnés à différents endroits assez centraux, et qui ont été fréquentés chacun par environ 250 élèves. A part le cours déjà mentionné pour les femmes, il existait un cours abrégé de deux semaines pour les jeunes filles. Le personnel du Collège d'Agriculture collabore aussi aux cours de sciences rurales dont nous avons parlé plus haut.

En somme, l'enseignement agricole dans la Nouvelle-Ecosse se composait de 14 classes, suivies par 3,600 élèves n'ayant pas encore le degré d'admission au collège, mais n'étant pas inclus dans les degrés ordinaires; deux cours abrégés au Collège d'Agriculture, avec 12 professeurs, suivis par 160 élèves, 150 garçons et 10 filles; une institution avec un personnel enseignant de 12 donnant un cours universitaire régulier suivi par 44 élèves. Il y avait 200 jardins scolaires cultivés par 6,000 élèves, sous la surveillance de 190 institutrices et 10 instituteurs. En plus, il y avait 5,000 jardins d'écoliers, cultivés par 15,000 élèves, surveillés par 400 instructeurs. Il y avait 250 clubs de garçons ou filles avec 5,000 membres. Il a été tenu 240 expositions scolaires auxquelles 10,000 élèves ont participé comme exposants.

Enseignement technique.—L'enseignement technique en dehors du Collège d'Agriculture et de l'Ecole Normale est sous le contrôle d'un directeur de l'enseignement technique et d'un directeur des travaux manuels. Le directeur des travaux manuels a dirigé l'établissement de 27 départements, dont 13 étaient de sciences mécaniques et 4 de sciences ménagères. Dans certaines écoles, cet enseignement commence au degré VI pour se terminer au degré IX. Le directeur constate que la tendance est à retarder le commencement de cet enseignement jusqu'au degré VII, et de lui donner plus d'attention dans le degré IX, surtout quand la matière enseignée est au programme des examens provinciaux dans le degré IX.

Le Collège Technique.—(voir statistiques complètes page 000) donne (1) un cours complet de génie, et (2), des cours abrégés tendant à une formation technique avancée pour personnes à qui les circonstances ne permettent pas de faire un cours complet. Le cours régulier de génie a été offert gratuitement aux soldats démobilisés ayant les qualifications requises, et comme résultat le nombre des étudiants a été plus considérable en ces dernières années. Dans son rapport, le directeur déclare qu'il voit probablement partir le dernier groupe de ces étudiants ce qui est une source de regrets pour le personnel enseignant qui trouvait dans ces ex-soldats des élèves d'un type supérieur de la moyenne.

Sont affiliés au Collège Technique l'Ecole Navale de Halifax (entreprise conjointe du ministère fédéral de la Marine et des Pêcheries et du Collège Technique de la Nouvelle-Ecosse); L'admission y est gratuite et la rentrée peut se faire n'importe quel jour de l'année. L'enseignement est de nature tout-à-fait individuelle. Cette école est une de celles qui rendent les plus grands services au Canada; en tout temps de l'année, il y a toujours des entrées et des sorties. C'est pour cette raison qu'il est difficile de donner le nombre des inscriptions durant l'année, mais la moyenne des entrées depuis janvier 1922 est de 19 par mois. Au cours de l'année, 49 élèves ont reçu leurs certificats. Les Cours par correspondance sont une autre affiliation du Collège Technique. Ils avaient 181 élèves au cours de l'année—143 hommes et 38 femmes. L'enseignement universitaire de cette division, suspendu depuis 1917, a été réorganisé en 1921. Les inscriptions, d'abord au nombre de 16, avaient atteint 181 au mois de juin. Le cours abrégé a été adopté pour permettre à un étudiant de choisir le cours qui convient le mieux à ses aptitudes, et de continuer ses études. Chaque leçon représente une semaine d'étude et il faut que les élèves aient acquis une compétence sérieuse avant que le cours soit considéré terminé. A la fin du cours, l'étudiant subit un examen écrit et reçoit un certificat, qui n'est pas un diplôme, mais qui est cependant la preuve d'une certaine capacité de la part du porteur. Toute la correspondance est examinée par la direction. Les sujets enseignés sont divisés en cinq groupes formant une agglomération de 65 cours; groupe du commerce, comprenant 16 cours; préparation à l'université, 14 cours; groupe industriel, 16 cours; dessin, 4 cours; sciences domestiques, 6 cours. Le groupe industriel, incluant les cours de dessin, est celui qui a le plus grand nombre d'élèves, 87. Cette partie de l'enseignement technique qui a droit aux allocations du gouvernement fédéral consiste principalement en cours du soir, répandus dans toute la province, d'un type qui peut être considéré comme la continuation de l'école d'apprentissage, où les jeunes gens qui ont quitté les écoles publiques peuvent trouver la formation préparatoire et technique dont ils ont besoin pour compléter leurs connaissances et développer leurs aptitudes. On y trouve A, des écoles des mines; B, des écoles techniques du soir. Les écoles des mines sont situées dans les cinq districts où se fait l'extraction de la houille. Les écoles techniques du soir sont dans les principaux centres industriels. Au cours de l'année, les écoles techniques, consistant en 106 classes, ont été fréquentées par 2,032 élèves, et les écoles minières, avec 41 classes, par 456 élèves. Le tableau 68 donne un résumé de tout l'enseignement agricole et technique de la province.

Organisations rurales.—Les organisations pour l'avancement de l'instruction dans les communautés rurales comprennent toutes les œuvres d'économie politique rurale dont nous avons déjà parlé. Ces activités sont surtout mises à profit par les centres les plus favorisés, parce que les instituteurs les mieux qualifiés, quand ils consentent à enseigner dans les sections rurales, sont en état de choisir les meilleurs postes, là où la population est plus riche et plus dense. Les organisations rurales que nous abordons maintenant sont d'abord: la centralisation.

La première tentative dans la province en fut faite à Middleton, en 1903. Le besoin d'un tel essai se faisait sentir d'autant plus, au commencement du siècle, qu'il y avait alors un grand nombre de petites sections scolaires rurales. En 1903, le surintendant constata qu'il y avait 300 écoles avec une fréquentation quotidienne moyenne de 8, cependant que le nombre des sections scolaires était de 1,845. Sept sections scolaires et la ville de Middleton, dans le comté d'Annapolis, consentirent à se fusionner pour trois ans, s'engageant à contribuer au fonds commun une somme égale à la moyenne de la contribution locale des trois années précédentes. Sir William Macdonald, voulant démontrer ce que valait la centralisation, s'engageait à solder ce qui manquerait pour équilibrer les dépenses encourues pour le transport des élèves quand ils avaient à marcher plus de deux milles. Cette centralisation fut confirmée par une loi de 1905. Le nombre d'élèves inscrits avant la centralisation en 1902 était de 367, avec une assistance moyenne de 198; la première année après le fusionnement, le nombre d'inscriptions a été de 434, avec une fréquentation moyenne de 285. En 1903, la législature a voté \$36,000, soit une moyenne de \$2,000

par comté, pour l'avancement de la centralisation scolaire. En 1909, 60 écoles avaient été fusionnées en 25 écoles plus fortes. Cependant, la centralisation n'a pas encore fait beaucoup de progrès dans la province. A présent, il y a 16 écoles à classe unique, résultant de la fusion de 32 districts originaires, et 5 écoles à classes multiples, desservant 15 sections originaires. Un autre moyen de rendre l'instruction possible dans les régions très pauvres ou très peu peuplées est tenté par la « loi d'aide supplémentaire spéciale aux écoles pauvres », qui s'applique à 27 écoles, et la « loi d'aide supplémentaire aux écoles pauvres », qui s'applique maintenant à 256 écoles.

Inspection médicale.—Au cours de l'année, il y avait un système quelconque d'inspection médicale ou dentaire dans 25 districts, employant deux médecins et deux dentistes une partie de leur temps seulement: 19 infirmières constamment et 6 autres une partie de leur temps. Il y avait 19 cliniques scolaires et un expert en psychose. Le nombre d'élèves examinés au cours de l'année, a été de 47,372, dont 22,372, avaient besoin de soins médicaux. Des salles de classe spéciales, et des cours spéciaux, ont été recommandés pour cent élèves dont l'état physique était défectueux.

Classes spéciales.—Le rapport de cette année sur les classes spéciales dans la province est plutôt complet. Elles consistent en 13 classes pour 150 élèves soumis à un sévère régime alimentaire; 2 classes au grand air, suivies par 40 élèves; 1 classe pour élèves souffrant de déficiences de vision, suivies par 12 élèves, et 4 classes pour les anormaux et les retardataires, avec 80 élèves. Il y avait 174 pupilles dans les institutions pour les aveugles et 127 dans les institutions pour les sourds; 202 infirmes suivaient un entraînement individuel et 12 élèves étaient dans les institutions pour les faibles d'esprit.

En 1832, un premier effort a été fait pour étendre les bienfaits de l'instruction à tous les enfants, et non seulement à ceux qui étaient en état de fréquenter les écoles régulières. Une loi fut adoptée pourvoyant au maintien de l'école pour sourds qui devait à la charité privée son existence depuis 1851; la même année, une loi semblable pourvoyait à l'entretien, par le public de l'école pour aveugles, fondée en 1867. En 1915, une loi obligeait les maisons de correction à instruire tous leurs détenus. En 1917, la fréquentation régulière de l'école était exigée de tout enfant d'âge scolaire, gardé dans une institution de charité. Depuis plusieurs années, le surintendant de l'Instruction Publique insistait sur le besoin d'un enseignement spécial pour les anormaux et retardataires. En 1917, des classes spéciales pour retardataires étaient ouvertes à Halifax, et en 1920 il y avait 4 de ces classes attachées aux écoles publiques. La participation de la province dans ce mouvement a été ou précédée ou accompagnée, ici comme ailleurs, de l'initiative des sociétés de bienfaisance. Parmi les œuvres dignes de mention, on relève: le Maritime Home, pour filles (maison de réclusion); Halifax Boys' Industrial School; St. Patrick's Home (pour garçons); le couvent du Bon Pasteur; le I.O.D.E. Home (pour filles faibles d'esprit) établi en 1918, après l'explosion d'Halifax. Dans chacune de ces institutions on donne des cours d'un caractère approprié.

Universités et collèges.—Au cours de l'année, quatre universités de la province, Dalhousie, St-François-Xavier, Kings et Acadia, ont été fréquentées par 1,385 étudiants (1,044 jeunes gens et 341 jeunes filles). Le personnel enseignant de ces universités se composait de 168 professeurs—163 hommes et 5 femmes; 1,028 des étudiants étaient originaires de la Nouvelle-Ecosse; 43 de l'Île du Prince-Edouard; 198 du Nouveau-Brunswick; 5 de Québec; 21 de l'Ontario; 3 de la Saskatchewan; 4 de l'Alberta; 7 de la Colombie Britannique et 76 de l'étranger. De plus on comptait 266 étudiants de la Nouvelle-Ecosse suivant des cours dans des universités en dehors de la province. En d'autres termes, la Nouvelle-Ecosse donne l'instruction universitaire à 357 étudiants des autres provinces ou de l'étranger, alors que les autres universités canadiennes dispensent le même enseignement à 266 de ses enfants. Dans ces chiffres, il n'est pas tenu compte des étudiants de la Nouvelle-Ecosse fréquentant les universités d'Angleterre, des États-Unis ou d'autres pays.

Outre les collèges techniques et agricoles déjà mentionnés, la Nouvelle-Ecosse a quatre collèges, dont deux purement théologiques (le Presbyterian Seminary et le Holy Heart Seminary) et deux purement académiques (St. Mary's et St. Anne's). Le nombre des professeurs dans ces collèges était de 38 et celui des étudiants, de 486, tous du sexe masculin. Ce nombre ajouté à celui des élèves réguliers des collèges Technique et Agricole de la province (126), donne 612, alors que le nombre des élèves suivant un cours abrégé dans ces deux collèges est de 542. Le collège Technique a aussi la direction et la surveillance des 2,570 élèves bénéficiant de la loi fédérale de l'enseignement technique. Sans tenir compte de ces derniers (2,570) nous avons, 1,154 élèves fréquentant les collèges et 1,385 les universités, ce qui donne 2,539 étudiants engagés dans des matières universitaires, et suivant des cours soit réguliers, soit abrégés. Des 909 élèves des collèges n'étant pas dans les degrés universitaires, 725 étaient de la Nouvelle-Ecosse; 10 de l'Île du Prince-Edouard; 104 du Nouveau-Brunswick; 22 de Québec; et 48 de l'étranger. En résumé, nous avons dans les universités et collèges de la Nouvelle-Ecosse, 1,753 étudiants de la province; 53 de l'Île du Prince-Edouard; 302 du Nouveau-Brunswick; 27 de Québec; 21 de l'Ontario; 3 de la Saskatchewan; 4 de l'Alberta; 7 de la Colombie Britannique; et 124 de l'étranger. Toutes les provinces du Canada, à l'exception du Manitoba, sont représentées dans ces institutions. La répartition des cours suivis par ces étudiants est comme suit: lettres et sciences abstraites, 875; commerce, 18; chirurgie dentaire, 64; génie, 88; droit, 118; médecine, 182; musique, 5; puériculture, 8; pharmacie, 29 et théologie, 18. Dans les collèges, les lettres et sciences abstraites comptaient 103 élèves; l'agriculture, 75; le commerce, 8; le génie, 51; la théologie, 108; les cours abrégés, 219, les cours par correspondance, 164 et autres matières, 2,722 (comprenant 2,750 dans les cours techniques secondaires). Le nombre d'élèves suivant les cours préparatoires était de 92 dans les universités, et dans les collèges de 280. Les chiffres combinés pour collèges et universités donnent 372 dans les cours préparatoires; 978 dans les lettres et sciences abstraites; 26 dans le commerce; 64 dans la chirurgie dentaire; 182 dans la médecine; 5 dans la musique; 8 en puériculture; 21 dans la pharmacie; 126 dans la théologie; 75 dans l'agriculture; 219 dans les cours abrégés; 164 dans les cours par correspondance; et 152, plus 2,570 dans les écoles techniques secondaires agrégées au Collège Technique.

NOUVEAU-BRUNSWICK

Population scolaire.—Pendant l'année scolaire 1921-22, 83,263 élèves ou étudiants furent inscrits dans l'ensemble des institutions enseignantes du Nouveau-Brunswick, dont 77,774 dans les écoles ordinaires, 2,931 dans les écoles techniques, 358 dans les écoles normales, 725 dans les collèges commerciaux, 391 dans les écoles privées, tant primaires que secondaires, 808 dans les universités et 278 dans les écoles indiennes. Pendant la même année, 29 sourds et 38 aveugles fréquentaient, aux frais de la province, des institutions spéciales situées dans la Nouvelle-Ecosse et, d'autre part, 546 jeunes gens ou jeunes filles domiciliés au Nouveau-Brunswick, suivaient les cours d'universités et de collèges d'autres provinces; par contre, les universités et les collèges du Nouveau-Brunswick recevaient 283 étudiants originaires d'autres provinces. Nous arrivons donc à un grand total de 83,593, comparativement à 78,326 pour l'année 1921, soit une augmentation d'environ 7 p.c.

Inscriptions dans les écoles ordinaires.—La plupart des données concernant ces écoles ayant été établies séparément pour chacun des semestres (le premier terminé le 31 décembre 1921 et le second terminé le 30 juin 1922), il est nécessaire d'indiquer ici que les 77,774 enfants inscrits se décomposent en 70,349 inscrits durant le premier semestre et 7,425 nouveaux élèves ayant débuté durant le second semestre. Certains autres détails, qui ne peuvent être calculés pour l'année entière, ont été attribués, dans les tableaux statistiques, au semestre complet, celui qui se termine le 30 juin. Parmi les 71,346 écoliers inscrits durant le second semestre, 35,431 sont des garçons et 35,915 des filles, l'augmentation du nombre des garçons d'environ 400 les gains réalisés par les filles; 22,121 appartenaient aux écoles urbaines, 14,245 à d'autres écoles à classes multiples et 34,980 aux écoles à classe unique. Il existait 1,213 écoles à classe unique et 865 à classes multiples; il y avait donc une moyenne de 29 élèves dans chaque école à classe unique et de 42 élèves dans chaque classe des écoles à classes multiples. Dans l'ensemble de ces écoles, les inscriptions ont dépassé celles de l'année précédente de 4,062 écoliers, soit 5½ p.c. On remarquera que cette augmentation est proportionnellement moins importante que celle constatée dans les autres institutions enseignantes.

Moyenne d'assiduité.—Les 77,774 élèves inscrits ont, tous ensemble, fréquenté l'école pendant 10,650,942 jours, soit une moyenne de 138 jours par élève. La moyenne quotidienne de fréquentation, pendant la durée de l'ouverture des écoles, fut de 53,168 élèves, soit 1,560 de plus que l'année précédente; ceci constituait 65.8 p.c. des inscriptions, au lieu de 67.3 p.c. l'année précédente. Cette décroissance de la proportion des élèves assidus se produisit durant le second semestre; au contraire, le premier semestre avait vu une augmentation notable de cette proportion; strictement parlant, le second semestre est le semestre d'hiver. Le pourcentage d'assiduité pour le premier semestre, terminé le 31 décembre, est de beaucoup le meilleur qui ait été jusqu'ici constaté dans la province. Au Nouveau-Brunswick la fréquentation scolaire s'est constamment accrue; à cet égard, cette province occupe un rang élevé parmi les autres provinces canadiennes.

Personnel enseignant.—Au cours du second semestre, le personnel enseignant se composait de 2,246 instituteurs et institutrices, dans 2,061 classes. On verra dans le tableau 81 la classification, la moyenne du traitement et l'ancienneté de ce personnel. Durant les trente dernières années, il s'est produit un accroissement constant du nombre des maîtres et maîtresses possesseurs de diplômes de seconde classe ou d'un ordre plus élevé, en même temps que diminuaient les diplômés de troisième classe. Il est également remarquable que le nombre des instituteurs et institutrices faisant le premier semestre dans une école et le second semestre dans une autre école s'est abaissé. Enfin, signalons aussi une légère augmentation de la moyenne du traitement payé aux instituteurs et institutrices de toutes classes, à l'exception toutefois des institutrices de troisième classe.

Pendant la dernière session de la législature provinciale, la loi des pensions fut amendée, le maximum de la pension étant porté de \$400 à \$800, tandis que le minimum ne peut désormais être inférieur à \$250. On y a également ajouté une clause pour les cas d'incapacité; après 20 ans de service, un instituteur devenu totalement incapable d'enseigner recevra désormais la trente-cinquième partie de son traitement pour chaque année de service. Le personnel enseignant contribue au fonds de pension au moyen d'une retenue de 5 p.c. sur son traitement. Tous les instituteurs et institutrices en service au moment de la mise en vigueur de cette loi sont aptes à en recueillir les bénéfices.

Formation des instituteurs.—L'École Normale provinciale comptait 359 candidats-instituteurs, chiffre élevé et rarement atteint; 345 d'entre eux y passèrent l'année entière. En juillet 1922, plus de 1,000 candidats, soit une augmentation de 35 p.c. sur 1921, concoururent pour l'admission à l'École Normale. Cet engouement pour les études pédagogiques résulte évidemment des facilités offertes, sous forme de prêt, aux jeunes gens dont les moyens pécuniaires sont limités.

Associations d'instituteurs et de syndics.—L'Institut éducatif du Nouveau-Brunswick s'est réuni en juin; parmi les questions traitées figurent celles de la centralisation des écoles rurales. Il existe aussi une association des syndics et un institut des professeurs.

Enseignement secondaire.—L'enseignement secondaire (degrés IX à XII) était dispensé à 2,804 élèves pendant le premier semestre et 2,670 pendant le second semestre. Ainsi qu'on l'expliquait l'an dernier, outre ces élèves il existe, dans les écoles rurales, un nombre considérable d'écoliers qui, quoique suivant en réalité les programmes des hautes écoles, ne figuraient pas

dans les statistiques des degrés ci-dessus. Parmi les 2,670 élèves inscrits durant le semestre de juin, 1,604 étaient dans les écoles de grammaire, formant 47 classes, dirigées par 49 instituteurs. Les 1,066 autres se trouvaient évidemment dans les écoles supérieures et dans d'autres écoles à classes multiples; pendant le même semestre les écoles supérieures eurent 52 classes ouvertes. Le nombre des élèves de l'enseignement secondaire, durant le second semestre de 1921-22, s'est accru de 400, soit environ 18 p.c. de plus que n'en comportait le même semestre l'année précédente; ceci démontre que les écoliers de la province haussent de plus en plus le niveau de leurs études. Depuis le commencement de ce siècle, les degrés IX à XII se sont accrus de 72 p.c. et durant les trente-deux dernières années (depuis 1890) de 333 p.c.

Cette augmentation fut progressivement amenée par des développements qui ne manquent pas d'intérêt. En 1805, la première école de grammaire fut créée à St. John; en 1816, une loi autorisait la création dans chaque comté d'une école de grammaire où les syndics devaient admettre gratuitement huit élèves. Les écoles de grammaire étaient sous le contrôle presque absolu des autorités religieuses et la plupart de leurs directeurs appartenaient au clergé. Une loi passée en 1846 exigeait une fréquentation quotidienne moyenne de 15 écoliers de plus de 10 ans; elle exigeait un examen ainsi qu'un rapport annuel, lequel devait être transmis au gouvernement et à l'assemblée. Les écoles de grammaire furent placées, en 1861, sous le contrôle du Conseil de l'Instruction publique, deux écoles en étant toutefois exemptées. Lorsque fut mise en vigueur la loi de 1871, instituant la gratuité scolaire, la loi régissant les écoles de grammaire ne fut pas abrogée, mais leurs syndics furent autorisés à s'unir, s'ils le désiraient, aux syndics des districts, pour le gouvernement et l'entretien des écoles de grammaire, à la condition que ces dernières devinssent gratuites comme les hautes écoles et qu'elles ouvrirent leurs portes aux élèves du district. En 1884, les corporations séparées des écoles de grammaire furent dissoutes et leurs biens attribués aux commissions de syndics des districts. En 1858, il fut pourvu à la création, dans chaque district, d'une école d'un niveau plus élevé que les écoles communes ordinaires; elle devait être connue sous le nom d'école supérieure et il lui était attribué une allocation égale à celle fournie par le district, à concurrence de \$300. En 1890, le directeur général de l'enseignement attira l'attention sur les défauts et l'inefficacité de l'enseignement secondaire dans la province, lequel formait un fâcheux contraste avec l'enseignement primaire, considéré par le directeur général comme supérieur à celui de toute autre province canadienne; quelques années auparavant, il avait déjà suggéré que les écoles de grammaire des comtés fussent remplacées par des écoles primaires supérieures et que cinq hautes écoles provinciales fussent ouvertes dans les centres les plus peuplés. En 1890, le principal des écoles de grammaire avait sous sa direction 51 classes, contenant 2,570 élèves, mais de ce nombre 577 seulement étaient inscrits au cours de grammaire proprement dit et 320 seulement étaient dans les degrés de haute école. Ces degrés étaient alors appelés «échelons»; il y en avait trois (IX à XI), dans ce que l'on appelait le cours moderne et quatre (IX à XII) dans ce que l'on appelait le cours classique. Le premier de ces cours réunissait 78 élèves et le second 242. Les 257 autres étaient vraisemblablement des débutants, que nous appellerons aujourd'hui «élèves du degré VIII». En la même année il existait également 49 écoles supérieures, possédant 119 élèves au-dessus du huitième échelon, lequel, semble-t-il, était l'équivalent de notre degré VIII actuel. Le principal argument du directeur général de l'enseignement semble avoir été, que les écoles de grammaire de comtés étaient subventionnées sans aucune distinction entre celles qui avaient un nombre élevé d'élèves suivant les cours de haute école et celles dont les élèves étaient presque tous dans les cours primaires. C'est pourquoi il suggérait que les allocations fussent échelonnées proportionnellement au niveau de l'enseignement et au nombre des élèves des plus hautes classes. En 1895, on signalait comme une anomalie le fait qu'une école supérieure rurale, possédant 91 élèves au-dessus du degré VIII, ne recevait qu'une allocation de \$250, tandis que l'école de grammaire du comté, située dans une petite ville, recevait une subvention de \$350, quoiqu'elle n'eût aucun élève au-dessus du degré VIII. Cette anomalie démontrait qu'en certains cas, les écoles de grammaire étaient situées dans des régions rurales où il n'existait pas d'élèves pour en recueillir les fruits et cela, au détriment des enfants des agglomérations urbaines qui, eux, en étaient privés. A titre de remède, on proposait la création d'examen d'admission, l'abolition des écoles de grammaire incapables de s'élever à la hauteur de leur charge et l'établissement de hautes écoles dans les centres peuplés.

En 1896, la législation amenda la loi régissant les écoles de grammaire; une indemnité était allouée à chaque instituteur possédant un diplôme d'école de grammaire et professant dans une école de grammaire, mais aux conditions suivantes: (1) que les bâtiments et l'aménagement scolaire seraient conformes à certaines prescriptions; (2) que chaque instituteur recevrait du district un traitement au moins égal à la somme à lui accordée par la province; (3) que le nombre des instituteurs ayant droit à cette indemnité n'excéderait pas trois par 100 élèves inscrits, après examen, dans les degrés supérieurs au degré VIII. Jusqu'alors, le principal d'une école de grammaire était le seul à recevoir cette indemnité et une école de grammaire qui n'avait pas d'élèves de haute école recevait une subvention aussi élevée que celle possédant 100 élèves avancés. Lorsque cet amendement fut mis en force il ne se trouva que 2 écoles de grammaire auxquelles il put s'appliquer; cette année-là, il n'y avait que 512 élèves dans les degrés de haute école des écoles de grammaire, mais dès 1898 il y en avait 862 et en 1903 on en comptait 1,019, leur nombre ayant à peu près doublé en sept ans. Depuis cette date la progression s'est constamment maintenue, le nombre des élèves atteignant 1,604 en 1922. Pendant la même période, les écoles supérieures et autres où l'on enseigne les matières de haute école, avaient vu le nombre de leurs élèves inscrits, passer de 135 en 1889, à 541 en 1897 et environ 1,066 en 1923. Depuis la législation de 1896, les écoles de grammaire semblent avoir gagné du terrain beaucoup plus rapidement que les hautes écoles se consacrant à l'enseignement primaire supérieur.

Organisation des écoles rurales.—Au Nouveau-Brunswick, comme en Nouvelle-Ecosse, la forme la plus usitée jusqu'ici, pour venir en aide aux écoles rurales consiste en une allocation spéciale aux districts pauvres. Il existe au Nouveau-Brunswick quatre districts d'école centralisés; dans l'un de ceux-ci, un cours d'agriculture fut ouvert durant l'année.

La fusion scolaire fit ses débuts au Nouveau-Brunswick en 1903, date à laquelle une école centralisée fut ouverte à Kingston, comté de King, par la fusion de six districts ruraux; cette école fut maintenue pendant trois années, à l'aide d'une subvention que lui accordait Sir William Macdonald. La moitié du coût du transport des enfants était supportée par le gouvernement. Deux autres écoles centralisées s'ouvraient en 1904.

Enseignement technique.—On trouvera, page 119, ce qui se rapporte à cette branche de l'enseignement au Nouveau-Brunswick, c'est-à-dire aux écoles subventionnées en vertu de la loi fédérale sur l'enseignement technique.

Les cours de travaux manuels à l'usage des élèves des écoles rurales sont dirigés par deux surveillants; les travaux des élèves ont été exposés en juin à l'École Normale. Les repas chauds ont été introduits dans les écoles rurales. Sous les auspices du Comité de l'enseignement pratique, un cours eut lieu durant l'été à l'usage des instituteurs qui n'avaient pas suivi ce cours à l'École Normale.

En l'année 1912, la commission scolaire de St-John fut autorisée temporairement à ouvrir une école du soir pour l'enseignement des travaux manuels, une allocation de \$200 au maximum étant offerte à cet effet, à la condition que ce cours réunirait au moins 20 élèves. Il fut également proposé de fonder à Woodstock une école d'agriculture embrassant également l'enseignement des métiers, ce qui fut accompli en 1913, sous forme d'une école rurale d'été, dotée de six professeurs. Plus tard, également, en 1913, le gouvernement fédéral offrit de venir en aide à l'enseignement de l'agriculture dans les écoles, au moyen des jardins scolaires, offre qui fut suivie en 1914 par une loi provinciale allouant à toute commission scolaire enseignant les rudiments de l'agriculture et du jardinage, une somme de \$50 pour la première année et de \$30 pour l'année suivante; de plus, l'instituteur professant ce cours devait recevoir un traitement supplémentaire de \$50 s'il avait suivi un cours complet et de \$30 seulement, s'il avait suivi un cours abrégé, la durée de cet enseignement étant d'une heure et demie par semaine. En 1919, un directeur de l'enseignement technique fut nommé.

Inspection médicale.—Ainsi qu'on peut le voir par le tableau 73, la loi pourvoit à l'inspection médicale de toutes les écoles de la province. Pendant l'année, on compta dans les centres scolaires six médecins se consacrant entièrement à cette œuvre, trois infirmières dans le même cas et 12 autres n'y consacrant qu'une partie de leur temps. Quatre cliniques scolaires étaient établies à St-John, Fredericton, Moncton et Campbellton, dans lesquelles on examina 43,790 élèves, soit environ 60 p.c. de la population scolaire.

En 1911, la commission scolaire de Moncton s'adressa à la législature pour obtenir l'autorisation de procéder à l'inspection médicale dans les écoles; la ville de St-John avait déjà manifesté la même intention et Fredericton étudiait cette mesure. La législation nécessaire fut passée en 1912, autorisant les syndics d'école à veiller à l'hygiène, à la propreté et au bien-être des élèves; à payer sur leurs propres fonds un personnel médical, et leur permettant de récupérer ces dépenses par l'imposition d'une taxe extraordinaire. Ainsi qu'on peut le voir par les chiffres ci-dessus, en 1922, l'inspection fut générale dans la province et s'accomplit sous le contrôle du ministère de l'hygiène. La ville de Moncton se signala par son énergie en faveur des terrains de jeux. En 1912, l'Association des terrains de jeux de St-John demanda qu'un cours à l'usage de moniteurs de sports fut établi dans les écoles normales provinciales; le Nouveau-Brunswick prit également des mesures dans le même sens. Une allocation supplémentaire est versée au district employant un instituteur spécial pour les élèves retardataires; en outre, un professeur se spécialisant comme instituteur de ces classes reçoit une indemnité *ad hoc*.

Enseignement supérieur.—Les trois universités de la province avaient, toutes ensemble 808 étudiants—674 jeunes gens et 134 jeunes filles—; les statistiques complètes du personnel, des matières enseignées dans ces universités, se trouvent dans les tableaux 98 et 107.

Écoles privées.—Les trois écoles, tant primaires que secondaires ayant un caractère privé, possédaient 391 élèves—96 garçons et 295 filles—. On remarquera que ces 391 élèves sont classifiés par degrés, par âges et par sexes. On trouvera page 163, un tableau consacré aux collèges commerciaux; ceux d'entre eux qui nous ont envoyé un rapport avaient 723 élèves, soit 528 garçons et 195 filles.

Coût de l'instruction publique.—Les dépenses de l'instruction publique, pendant l'année, se sont élevées à \$2,657,046, dont \$381,075 fournis par le gouvernement et \$2,375,971 par les contribuables. Dans le total des dépenses figurent \$30,331, montant des subventions du gouvernement en faveur des universités. Les chiffres correspondants pour 1921 étaient les suivants: dépenses totales \$2,278,622; contribution du gouvernement \$352,693; part des contribuables \$1,925,929; subventions aux universités \$25,000. Pour plus amples détails voir le tableau 92.

QUÉBEC

Inscription.—Au cours de l'année pour laquelle les plus récentes statistiques de toutes les institutions d'enseignement ont pu être rassemblées et condensées (1921) l'inscription totale, exclusion faite des doubles emplois, dans toutes les institutions de la province de Québec, a été de 548,251 élèves et étudiants, dont 477,944 dans les institutions catholiques et 70,307 dans les institutions protestantes. Ces chiffres comprennent 462,779 inscriptions dans les écoles primaires ou maternelles sous le contrôle administratif, et 54,671 dans les écoles primaires indépendantes subventionnées ou non-subventionnées (écoles subventionnées ou non-subventionnées et faisant rapport au département de l'Instruction Publique, mais qui ne sont pas sous le contrôle des commissaires ou des syndics), et 30,801 dans d'autres institutions. Ces 30,801 comprenaient 1,376 dans les écoles normales, 9,033 dans les collèges classiques catholiques, 5,428 dans les universités, 579 dans les écoles pour aveugles, sourds ou muets, et 2,907 dans les écoles d'arts et métiers, 5,792 dans les écoles du soir, 2,069 dans les écoles techniques, 2,347 dans les écoles de coupe, 332 dans les collèges d'agriculture, 253 dans l'École des Hautes Etudes Commerciales de Montréal, 216 dans l'école d'industrie laitière de St-Hyacinthe et 469 dans les écoles indépendantes ne recevant pas de subsides et donnant un cours classique. A ces chiffres on peut ajouter les inscriptions des collèges commerciaux privées, à peu près 225 dans les collèges de théologie protestants et les inscriptions dans différentes autres écoles qui ne sont pas subventionnées et qui ne font pas de rapport, ce qui permet d'estimer que la population scolaire dépasse sensiblement 550,000. Le chiffre de 548,251 représente une augmentation de 55,218, ou de 11.2 p.c. sur l'inscription de 1917-18; 175,652 ou de 47.2 p.c. sur 1907-8; de 233,524, ou de 74.2 p.c. sur 1897-98.

Edifices scolaires.—Ces 548,251 élèves ou étudiants fréquentaient 7,733 institutions comprenant 6,370 écoles élémentaires, 749 écoles modèles, 424 académies, 22 écoles maternelles, 14 écoles normales, 21 collèges classiques, 4 universités, 5 écoles pour les sourds, muets et aveugles, 16 écoles d'arts et métiers, 64 écoles du soir, 6 écoles techniques, 26 écoles de coupe, 3 écoles d'agriculture, 1 école des hautes études commerciales, 1 école d'industrie laitière, et 7 écoles indépendantes non-subventionnées où est donné le cours classique. Ces chiffres représentent une augmentation de 282 dans le nombre total des écoles depuis 1917-18, et de 3,826 sur 1867-68, mais cela ne donne pas une bonne base de comparaison parce que les écoles augmentent individuellement par le nombre et l'importance des classes aussi bien que par leur propre multiplication. Le nombre des salles de classe dans les écoles élémentaires seulement, était de 13,274 en 1920-21. Comme le nombre de salles de classe n'a pas autant d'importance quand il s'agit d'écoles secondaires, supérieures ou spéciales, le nombre de professeurs sera peut-être le terme

exprimant la meilleure unité de comparaison. Ces derniers, religieux et laïques, étaient au nombre de 19,704 en 1920-21, ce qui était une augmentation de 1,301 sur 1917-18. Le personnel enseignant masculin se composait de 1,749 laïques et 2,939 religieux; le personnel féminin, de 9,364 laïques et de 5,652 religieuses.

Fréquentation moyenne.—La fréquentation moyenne quotidienne de toutes les institutions a été de 424,392, ou de 77.41 pour cent de l'inscription. Cette forte proportion qui est maintenue pratiquement depuis 1897-98, alors qu'elle était de 75.13, n'est dépassée que par une seule province du Dominion.

Traitement des instituteurs.—La question du traitement n'affecte que les instituteurs laïques avec diplôme. Les chiffres donnés dans les statistiques provinciales pour chaque décade depuis 1897-98 accusent les augmentations suivantes (le chiffre 100 représentant le salaire de 1898 et les chiffres suivants montrant la proportion de l'année correspondante):

MOYENNE DES TRAITEMENTS

	1897-98 p.c.	1907-08 p.c.	1917-18 p.c.	1920-21 p.c.
Instituteurs laïques masculins dans les écoles élémentaires.....	100	195	312	453
Instituteurs laïques masculins dans les écoles modèles et académies.....	100	137	174	254
Institutrices laïques—				
Dans les écoles élémentaires.....	100	130	231	351
Dans les écoles modèles et académies.....	100	138	206	325

Dépenses.—Les dépenses de toutes les institutions en 1920-21, ont été de \$22,122,979, dont \$2,351,474 versés par le gouvernement; \$10,796,468 provenant des cotisations annuelles; \$715,357 de cotisations spéciales; \$497,683 des contributions mensuelles (une mensualité est exigée de chaque enfant âgé de 7 à 13 ans inclusivement)¹ et \$7,762,000 des contributions d'institutions indépendantes. Le total des dépenses montre une augmentation d'environ 53 p.c. sur 1917-18; de 330 p.c. sur la décade précédente, 1907-8; de 624 p.c. sur la décade marquant le commencement du siècle et de 1,309 p.c. sur 1867-68. La dépense moyenne pour chaque élève inscrit a augmenté de \$9.87 en 1899-90 à \$40.35 en 1920-21.

Écoles primaires.—Les écoles primaires de Québec sont ainsi appelées pour les distinguer: (1) des écoles supérieures (universités et collèges professionnels); (2) des écoles secondaires (collèges classiques, écoles indépendantes non subventionnées où se donne l'instruction classique et les institutions où se donne l'enseignement secondaire moderne, une institution affiliée à l'université Laval et une autre à l'université de Montréal, pour l'instruction scolaire des filles) et, (3) des écoles spéciales, telles que les écoles techniques, agricoles, etc. Les écoles normales font partie du système primaire en ce sens qu'elles servent à la formation du personnel qui doit y enseigner. Les écoles primaires faisant rapport au département de l'Instruction Publique sont ou (1) sous le contrôle administratif, c'est-à-dire, celui des bureaux de commissaires ou de syndics, ou (2) indépendantes subventionnées (ou non subventionnées), c'est-à-dire, recevant une subvention sans être sous le contrôle des commissaires ou des syndics. Ces deux catégories d'écoles primaires ont été jusqu'ici divisées en trois degrés: élémentaire, modèle ou intermédiaire, et académie, ou école primaire supérieure. Comme il est dit dans le chapitre sur la législation scolaire (voir page 67) après décembre 1923, les écoles primaires catholiques seront divisées en préparatoires, primaires élémentaires, et primaires complémentaires. Comme certains changements auront alors été effectués dans le programme, la primaire élémentaire ne correspondra pas exactement aux anciennes écoles élémentaires et modèles. Les statistiques des écoles primaires protestantes couvrent celles des écoles intermédiaires et des hautes écoles. Chez les catholiques comme chez les protestants, la nature de l'école indique le niveau de l'enseignement donné dans sa plus haute classe, au lieu de porter le rang du degré que les élèves sont prêts à étudier à leur sortie de l'école; par exemple, une haute école généralement enseigne toutes les matières du programme d'école, et non pas seulement les matières du degré académique.

En 1921-22, l'inscription dans toutes les écoles primaires de Québec a été de 512,651, dont 248,544 garçons et 264,107 filles; soit 446,313 dans les écoles catholiques et 66,338 dans les écoles protestantes. Du nombre total d'inscrits, 94,895 étaient âgés de moins de 7 ans; 368,521 de plus de 7 ans et de moins de 14 ans; 37,338 de plus de 14 ans et de moins de 16 ans; 10,502 de plus de 16 ans et de moins de 18 ans, et 1,395 de plus de 18 ans. Ces 512,651 élèves étaient inscrits dans les trois échelons primaires: élémentaire, modèle et académique. Dans le degré primaire, il y avait 277,083 écoliers; dans le modèle, 112,260; et dans les académies, 123,308. Les écoles de chacun de ces trois échelons se subdivisent en trois groupes différents: (1) les écoles sous le contrôle des commissaires; (2) celles sous le contrôle des syndics; (3) les écoles indépen-

(¹) A moins que le bureau des commissaires en décide autrement par résolution. Cette contribution a été abolie à Montréal et dans certaines autres municipalités scolaires.

dantes subventionnées ou non subventionnées. De ces 512,651 élèves, 442,373 étaient inscrits dans les écoles sous le contrôle des commissaires; 15,607 dans les écoles sous le contrôle des syndics, et 54,671 dans les écoles indépendantes subventionnées. Voici quelle est leur répartition par nature d'école:

Ecoles	Contrôle des commissaires	Contrôle des syndics	Indépendantes	Total
Elémentaires catholiques.....	218,022	3,456	6,508	227,986
Protestantes.....	42,779	6,214	104	49,097
Modèles catholiques.....	92,998	1,217	13,910	108,125
Modèles protestantes.....	2,579	1,556	—	4,135
Académies catholiques.....	76,776	314	33,112	110,202
Académies protestantes.....	9,219	2,850	1,037	13,106
Elémentaires, total.....	260,801	9,670	6,612	277,083
Modèles, total.....	95,577	2,773	13,910	112,260
Académies, total.....	85,995	3,161	34,149	123,308
Total des trois types.....	442,373	15,607	54,671	512,651

Ecoles maternelles.—Le nombre d'écoles maternelles ou jardins de l'enfance (catholiques), en 1920-21, était de 22, avec 103 institutrices et 4,799 élèves, dont 2,878 garçons et 1,921 filles. Quatorze de ces écoles étaient sous le contrôle des commissaires et étaient indépendantes; 4,370 élèves étaient de langue française; 250 de langue anglaise et 174 de différentes langues étrangères; 65 des institutrices étaient des religieuses et les autres étaient des laïques. Des 14 écoles sous contrôle, 11, avec 3,189 élèves, étaient dans la ville de Montréal et 2 avec 750 élèves, dans la ville de Québec; 5 des 8 écoles indépendantes étaient aussi dans ces deux villes.

Ecoles secondaires.—Les écoles secondaires dans la province de Québec se composaient de: (1) 21 collèges classiques catholiques; (2) 7 écoles indépendantes catholiques non subventionnées et donnant un cours classique (8 en 1921-22); (3) 42 hautes écoles protestantes.

Les collèges classiques catholiques qui étaient au nombre de 17 en 1891-92 sont maintenant au nombre de 21, depuis 1911, par la fondation du collège de Valleyfield en 1893; de celui de Mont-Laurier en 1910 et de ceux de St-Jean et de St-Alexandre de la Gatineau en 1911. Celui de Ste-Marie de Monnoir, détruit par le feu en 1906 à été reconstruit à St-Jean. L'inscription a augmenté pendant la même période (1892-1922) de 4,221 élèves à 9,321, ou de 121 p.c. Ces institutions ont été subventionnées par le gouvernement depuis 1907-8. On verra par la revue de la dernière législation en matière scolaire page 243, qu'une loi concernant les subventions à ces collèges, a été adoptée en 1922. Ces collèges donnent trois cours différents: le primaire, le commercial et le classique. Le cours classique qui comprend des matières universitaires aussi bien que des matières classées comme secondaires dans les autres provinces, est celui qui compte le plus grand nombre d'élèves (6,030 en 1922). Ces cours classiques sont donnés dans tous les collèges. Quatorze de ces collèges donnaient l'an dernier un cours commercial qui a été suivi par 2,585 élèves; et 12 collèges donnaient un cours primaire qui a été suivi par 706 élèves. Des 9,321 élèves et étudiants, 2,618 étaient âgés de 7 à 14 ans; 2,895, de 14 à 16; 2,329, de 16 à 18 et 1,479 de plus de 18 ans. Ces âges semblent indiquer que ces collèges donnent dans sa totalité un cours académique, jusques et y compris le baccalauréat ès-lettres. Dix-neuf collèges classiques de la province affiliés ou annexés (voir la définition, page 176) à l'université Laval, pour la faculté des lettres seulement, avaient 1,871 élèves en 1920-21. Le total des inscriptions des collèges classiques en 1921 était de 9,033; il semble que 1,871 d'entre-eux étudiaient des matières universitaires.

Enseignement supérieur.—L'enseignement supérieur dans Québec comprend les deux universités catholiques, Laval et Montréal et les collèges affiliés; les deux universités protestantes, McGill et Bishop's College, avec les collèges affiliés. L'écart entre les chiffres des tableaux I et II, dans le sommaire, page 74 et les chiffres des universités et collèges, pages 142 à 156 ne devrait causer aucun étonnement, puisqu'ils s'appliquent à des années différentes.

En 1922, il y a avait dans les facultés et les écoles rattachées ou annexées aux universités Laval et de Montréal, 331 professeurs, et dans les écoles affiliées à ces institutions, 81 professeurs; il y avait 501 professeurs dans les 17 facultés des deux universités protestantes. Ces dernières embrassaient la faculté d'agriculture du collège Macdonald, mais non les collèges protestants de théologie—le Presbyterian College, de Montréal (7 professeurs et 60 étudiants dont 13 dans la faculté de théologie; le Congregational College, Montréal (4 professeurs et 16 étudiants dont 4 en théologie); le Wesleyan Theological College (4 professeurs et 128 étudiants dont 54 en théologie); le Montreal Diocesan Theological College (6 professeurs et 26 étudiants, dont 15 en théologie).

Dans les 16 facultés et écoles annexées aux deux universités catholiques, il y avait 2,111 étudiants; dans les écoles affiliées de génie et d'architecture (deux divisions de l'Ecole Polytechnique) des hautes études commerciales et de musique, il y avait 1,125 étudiants; dans 28 autres écoles affiliées ou annexées à Laval et 63 écoles affiliées à l'université de Montréal, 4,178 étudiants. Ceci embrasse 5 grands séminaires, 51 petits séminaires et collèges classiques, 1 école supérieure de filles, 2 institutions d'enseignement secondaire moderne, 42 couvents et écoles de sciences

ménagères et 2 écoles de musique. Les petits séminaires, collèges classiques, couvents et instituts d'enseignement moderne secondaire ont été affiliés ou rattachés à la faculté des lettres seulement. Outre ceux déjà énumérés, trois collèges classiques situés en dehors de la province et possédant 123 élèves, étaient associés à Laval (parce qu'ils sont en dehors de la province). Cela fait un total de 7,537 étudiants dans les institutions catholiques d'enseignement supérieur. Dans les 17 facultés des deux universités protestantes, on comptait 3,544 étudiants, dont 3,464 à McGill. On arrive ainsi à un total de 11,081 étudiants dans les institutions d'enseignement supérieur de la province en 1922, comparativement à 9,691 en 1921. En ajoutant à ce chiffre les 210 étudiants des collèges protestants de théologie, nous avons un total de 11,292 jeunes gens dans les institutions d'enseignement supérieur de la province de Québec.

Écoles spéciales.—En 1920-21, cette rubrique comprenait 6 écoles techniques; 1 école de hautes études commerciales à Montréal; 3 écoles d'agriculture; 1 école d'industrie laitière; 64 écoles du soir; 16 écoles des arts et métiers; 26 écoles de coupe ou de couture; 22 écoles maternelles déjà mentionnées, et 5 écoles pour les aveugles ou les sourds-muets. Ceci donne un total de 19,294 élèves dans les 144 écoles spéciales; mais les 4,799 enfants des écoles maternelles ont déjà été mentionnés ailleurs, de même que l'ont été les élèves de l'École des Hautes Etudes Commerciales, de l'école d'industrie laitière et des trois écoles d'agriculture au chapitre de l'enseignement supérieur.

En 1922, il y avait 6 écoles techniques avec 6 principaux, 1 principal-adjoint, 29 professeurs, 30 contremaîtres et 24 autres employés, formant un personnel de 90. Les classes de jour de ces écoles avaient 736 élèves, dont 172 dans la section de langue anglaise et 564 dans la section de langue française. Les classes du soir comptaient une inscription totale de 857 pour la section française, et 423 dans la section anglaise, soit 1,280, et un total de 2,016. Il y avait aussi 45 élèves de langue anglaise et 179 de langue anglaise dans les cours spéciaux du jour, formant un grand total de 2,240 élèves dans les écoles techniques.

En 1922, l'École des Hautes Etudes Commerciales de Montréal avait un personnel de 43 professeurs et 277 élèves. De ces derniers, 119 fréquentaient les cours du jour et 158 les classes du soir. Les trois collèges d'agriculture, Ste-Anne de la Pocatière, Collège Macdonald et Institut d'Oka, comptaient 177 professeurs et 593 élèves, dont 94 à Ste-Anne, 407 à Macdonald et 92 à Oka. De ces étudiants, 152 suivaient le cours régulier de 4 ans; 95 un cours pratique; 9 un cours partiel; 22 un cours d'hiver et 315 de brefs cours spéciaux, (à Macdonald). Quarante des élèves suivant le cours régulier de 4 ans étaient à Ste-Anne; 60 à Macdonald et 52 à Oka. Des 42 qui ont été diplômés au cours de l'année, 6 étaient de Ste-Anne, 20 de Macdonald et 16 d'Oka. L'école de laiterie de St-Hyacinthe, possédait 19 professeurs et 359 élèves.

En 1922, les écoles du soir, au nombre de 53 catholiques et 13 protestantes, avaient un personnel de 199 professeurs avec 6,452 élèves inscrits. De ce nombre, 43 écoles, avec 4,930 élèves, étaient à Montréal, et 8, avec 505 à Québec, les 15 autres écoles, avec 517 élèves, étant disséminées dans la province. Les écoles d'arts et métiers, au nombre de 13, ont eu 3,319 élèves en 1922. En 1922, des écoles de coupe et de couture ont été ouvertes en 26 localités différentes et elles ont été fréquentées par 2,261 élèves. Les écoles pour aveugles, au nombre de 2, avaient 128 pupilles. Les écoles pour sourds-muets, au nombre de 3, en avaient 451.

Sciences ménagères et jardins scolaires.—Il faut ajouter à ce qui précède, puisqu'elles sont aussi des écoles spéciales, 63 écoles de science ménagère distribuées dans 42 comtés et comptant 10,072 élèves en 1922. Il semble qu'elles sont comprises dans les écoles primaires sous contrôle ou indépendantes. Ce chiffre de 10,072 inscriptions constitue une augmentation de 956 sur 1921. Le nombre de jardins scolaires est passé de 1,205 avec 21,217 élèves en 1921, à 1,459 avec 21,968 élèves en 1922.

L'enseignement technique dans la province de Québec date à peu près des premiers jours de la colonie, les premières écoles établies sous le régime français combinent un cours pratique avec un cours académique. Dans une des premières écoles ouvertes au commencement du dix-septième siècle, au Cap Tourmente, un peu en dehors de Québec, les enfants partageaient leur temps entre les travaux des champs et leurs études primaires. Cette école était fréquentée par les élèves de toutes les parties du district. C'est probablement Roberval qui a donné au monde la première école de sciences ménagères. Sous le nom d'écoles du Conseil des Arts et Manufactures, plus de 50 classes publiques et gratuites ont été ouvertes pendant un nombre d'années dans onze villes et villages pour l'enseignement des métiers, etc. La province a créé une école des hautes études commerciales sur le modèle d'institutions similaires en Europe, pour l'étude du commerce international, etc. Ceci a été suivi de la création d'institutions d'enseignement technique supérieur pour la préparation aux carrières industrielles, un édifice consacré à cet enseignement étant inauguré à Montréal en 1911 et un autre à Québec en 1912. Depuis 1889, le bureau des commissaires de Montréal maintient des écoles du soir pour l'instruction des immigrants. Une haute école technique et commerciale protestante, ouverte le jour et le soir, a été rattachée au collège Macdonald. Un collège d'agriculture et une école de sciences ménagères ont aussi été adjoints à cette institution. Un collège d'agriculture a été ouvert à Ste-Anne de la Pocatière en 1859, et un autre à Oka en 1895. Une école d'industrie laitière a été ouverte à St-Hyacinthe en 1892. En 1921, la législature créait des fermes de démonstration et des écoles intermédiaires d'agriculture. Le comité protestant sous son contrôle une institution technique et une école du conseil des Arts et Manufactures. Les écoles catholiques des Arts et Manufactures et les écoles techniques de Montréal et de Québec sont accessibles aux protestants.

Écoles normales.—Les écoles normales sont maintenant au nombre de 14. En 1921, elles comptaient 1,376 candidats-instituteurs et 1,389 en 1922. Ces écoles, à l'exception de l'école Macdonald, donnent une formation académique aussi bien que pédagogique, et la durée des cours est de trois ans, couvrant ce qui, dans les autres provinces, est compris dans un cours de trois années de haute école. Les instituteurs qui ne passent pas par les écoles normales doivent subir des examens d'aptitude devant la Commission des Examineurs, et doivent y obtenir un nombre de points égal à celui des candidats sortant des écoles normales.

Les inscriptions de 1921-22 se répartissaient comme suit: 184 dans la classe d'académie; 553 dans la classe modèle; 558 dans la classe élémentaire et 94 dans la classe préparatoire. De ce nombre, 878 ont obtenu leurs diplômes: 165 académiques; 391 modèles et 322 élémentaires. Des 1,389 élèves, 1,213 étaient catholiques et 176 protestants, ces derniers—3 garçons et 173 filles—étant tous élèves du collège Macdonald. Dans les écoles modèles attachées à chacune des écoles normales et fréquentées par 1,775 élèves, les candidats-instituteurs ont une excellente occasion de s'exercer à l'enseignement. Des 203 professeurs et professeurs-adjoints des écoles normales, 161 étaient des religieux et 42 des laïques. En 1921-22, ces écoles normales ont reçu en octrois du gouvernement, \$177,386. Le nombre de volumes dans les bibliothèques combinées de toutes les écoles normales est de 71,077. Les candidats-instituteurs doivent généralement payer une contribution mensuelle, fort peu élevée, excepté quant à ceux qui ne sont pas de la province et qui viennent à Macdonald. Environ un quart, soit 332 sur 1,389, étaient admis gratuitement.

Centralisation.—Des écoles intermédiaires centralisées protestantes ont été établies à Bulwer, Ways Mills, St. Andrews Est; Ascot, Hudson, Shigawake et Island Brook.

ONTARIO

Sommaire de toutes les écoles.—Au cours de la dernière année scolaire sous revue (l'année civile pour les écoles publiques et séparées, et l'année scolaire 1921-22 pour les autres écoles), le nombre total d'élèves fréquentant les institutions d'enseignement de l'Ontario a été de 719,870. De ce nombre, 501,236 étaient inscrits dans 6,280 écoles publiques (incluant 436 inscrits dans 5 écoles séparées protestantes); 83,977 inscrits dans 621 écoles catholiques séparées; 7,505 dans 160 écoles de continuation; 22,734 dans 47 instituts collégiaux; 16,671 dans 123 hautes écoles; 2,533 dans 24 écoles du soir élémentaires; 1,635 dans 11 hautes écoles du soir; 5,344 consacrant tout leur temps à l'étude dans 14 écoles d'apprentissage du jour; 574 ne consacrant qu'une partie de leur temps, à ces mêmes écoles; 1,604 élèves spéciaux dans ces mêmes écoles; 32,545 élèves dans 55 écoles d'apprentissage du soir; 92 élèves-instituteurs dans trois écoles modèles d'automne; 524 élèves-instituteurs dans 8 écoles modèles d'été; 1,815 dans les écoles normales; 155 dans l'école pour les aveugles de Brantford; 320 dans l'école pour les sourds à Belleville; 16,831 dans 7 universités et 14 collèges professionnels affiliés, sans compter ceux qui sont déjà enregistrés aux universités desquelles dépendent ces collèges; 7,706 dans 38 écoles privées élémentaires ou secondaires ayant fait rapport; 12,229 dans 72 collèges commerciaux privés ayant fait rapport¹; 3,625 dans 91 écoles indiennes. Le total de 719,870² correspond à celui de 688,093 pour l'année précédente.

Le tableau suivant donne les augmentations ou diminutions sur l'année précédente:

Ecoles	Nombre d'écoles		Nombre d'inscriptions	
	Augmen- tation réelle	Pourcentage de l'an précédent	Augmen- tation réelle	Pourcentage de l'an précédent
Publiques.....	73	1.2	13,145	2.7
Catholiques séparées.....	27	4.5	7,096	9.1
De continuation.....	16	11.1	1,682	28.9
Instituts collégiaux et hautes écoles.....	2	1.2	5,277	15.5
Du soir, élémentaires.....	9	56.3	964	61.6
Du soir, hautes.....	20	64.5	3,776	69.8
D'apprentissage, de jour, temps complet.....	1	7.7	2,744	105.6
D'apprentissage, de jour, partie du temps.....	-	-	333	36.7
Spéciales.....	-	-	555	57.4
D'apprentissage, du soir.....	4	7.8	5,243	19.2
Modèles d'automne.....	-2	-400	-12	-15.6
Modèles d'été.....	-	-	93	22.0
Normales.....	-	-	369	25.5
Pour aveugles.....	-	-	9	6.2
Pour sourds.....	-	-	20	6.7
Universités.....	-	-	-1,259	-10.9
Collèges.....	-	-	575	11.4
Ecoles privées.....	-	-	603	8.0
Collèges commerciaux.....	-	-	1,763	14.4
Ecoles indiennes.....	-	-	35	1.0
Total.....	110	.1	30,122	4.4

Si l'on considère que le taux d'accroissement de la population est très minime, toute augmentation de 5 p.c. dans le recrutement scolaire, devient par un large écart hors de proportion avec la progression de la population; cela étant les augmentations de l'année, telles que révélées par le tableau ci-dessus, sont remarquables, particulièrement en ce qui concerne les élèves des écoles secondaires, des écoles élémentaires du soir, des écoles d'apprentissage du jour et du soir. La diminution dans les inscriptions des hautes écoles du soir peut s'expliquer par l'augmentation dans les écoles d'apprentissage du soir.

¹Exclus 432 inscrits au même temps aux écoles privées et universités.

²Inclus 215 dans les écoles d'agriculture.—Voir note 17, page 74.

Il convient de mentionner que l'énorme augmentation dans le nombre d'élèves assistant à la totalité des cours des écoles d'apprentissage est due au fait que 1,268 élèves inscrits à une haute école de commerce qui figurait avec les autres hautes écoles l'année précédente et qui est maintenant classée avec les écoles d'apprentissage. Sur les mêmes bases que l'année précédente, la comparaison serait comme suit:

	1920-21	1921-22	Augmen- tation numérique	Pour- centage d'augmen- tation
Ecoles de continuation.....	5,823	7,505	1,682	28.8
Instituts collégiaux et hautes écoles.....	34,128	40,673	6,545	19.1
Ecoles vocationnelles—totalité des cours.....	2,600	4,076	1,476	56.7

La diminution dans la fréquentation des écoles modèles d'automne peut être considérée comme une bonne indication, parce qu'elle signifie que le besoin d'instituteurs ou institutrices de troisième classe disparaît et qu'en conséquence il y a moins de demande pour ces cours spéciaux. Pour statistique sommaire, voir tableau, page 135.

Ecoles du jour, élémentaires et secondaires.—(Publiques ou séparées et écoles secondaires du jour). On voit par ce qui précède que l'inscription totale dans les écoles ordinaires à classes multiples du jour a été de 632,123, et dans les écoles d'apprentissage du jour, de 7,522. Les écoles publiques et séparées ont eu 583,213 inscriptions. Des 501,236 élèves des écoles publiques, 215,585 étaient dans les écoles rurales; 190,082 dans des écoles de cité; 71,652 dans des écoles de ville, et 23,917 dans des écoles de village. Ces écoles, forment des groupes respectifs de 5,548; 321,257 et 154. Des 83,977 élèves inscrits aux écoles séparées catholiques, 20,166 étaient dans les écoles rurales; 40,957 dans les écoles de cité; 21,157 dans des écoles de ville et 1,697 dans des écoles de village; ces écoles étant au nombre respectif de 374, 135; 96 et 16. Ainsi, ce qu'on peut appeler l'enseignement primaire dans l'Ontario, pour le distinguer de l'enseignement secondaire organisé, comptait 236,201 inscriptions dans les écoles rurales; 231,039 dans les écoles de cité; 92,809 dans les écoles de ville et 25,614 dans les écoles de village. Les différents groupes comptaient respectivement 5,922; 456, 353 et 170 écoles.

Le tableau suivant donne sommairement l'augmentation sur l'année précédente dans les quatre différents types d'écoles élémentaires.

ÉCOLES ÉLÉMENTAIRES

	Inscriptions 1921-22			Augmentation sur 1920			Pourcentage d'augmentation		
	Publiques	Séparées	Total	Publiques	Séparées	Total	Publiques	Séparées	Total
Rurales.....	215,585	20,166	236,201	7,911	1,396	9,307	3.8	7.4	4.2
De cité.....	190,082	40,957	231,039	4,097	4,008	8,105	2.2	10.9	3.7
De ville.....	71,652	21,157	92,809	1,477	1,672	3,149	2.1	8.6	3.5
De village.....	23,917	1,697	25,614	— 340	20	320	— 1.4	1.2	— 1.3
Total.....	501,236	83,977	585,213	13,145	7,096	20,241	2.7	9.1	3.6

Pour plus de détails, voir les tableaux statistiques aux pages 80, 90 et 96.

Il est intéressant de noter que l'augmentation a été beaucoup plus visible dans les écoles rurales que dans les autres types d'écoles. L'année précédente, les écoles rurales abordaient 40.08 p.c. du total de toutes les inscriptions; dans l'année qui nous occupe, elles en ont 40.28. La diminution apparente dans les inscriptions des écoles de village a très peu de signification et peut même mener à de fausses déductions, comme dans le cas où un village est devenu ville au cours de l'année. L'augmentation des inscriptions dans les écoles de villes comprend 400 inscriptions d'une ville qui n'était que village l'année précédente.

La tendance des inscriptions dans les écoles élémentaires et secondaires de l'Ontario est illustrée par les Tableaux 4 et 5. Il convient de remarquer la persistance de l'augmentation depuis 1904, sauf pendant les années de guerre, ainsi que la rapidité de la reprise après la guerre. La dépression qui se manifeste par un mouvement de baisse de 1899 à 1904 se retrouve aussi dans les provinces de la Nouvelle-Ecosse et du Nouveau-Brunswick, comme on peut le voir en consultant le même tableau. On remarquera que la reprise ne s'est pas complétée en Ontario avant 1912, alors que la courbe atteignit le niveau de 1899. La hausse rapide de la courbe depuis 1904, et surtout depuis 1918, est remarquable et elle serait encore plus prononcée s'il était possible d'y faire figurer les élèves des écoles techniques.

Moyenne de fréquentation quotidienne.—Au cours de l'année la moyenne de fréquentation quotidienne dans les écoles élémentaires a été de 405,825; dans les écoles de continuation, de 6,309; dans les hautes écoles et les instituts collégiaux, de 34,262; dans les écoles d'apprentissage, de 2,137 pour les élèves suivant la totalité des cours, et la moyenne totale quotidienne, de 450,656. Ceci représente une augmentation de 52,392, ou de 13·2 p.c. sur l'année précédente. Cette augmentation se répartit de la manière suivante:

ÉCOLES ÉLÉMENTAIRES

	Fréquentation moyenne 1920-21			Augmentation sur l'année précédente			Pourcentage		
	Publiques	Séparées	Total	Publiques	Séparées	Total	Publiques	Séparées	Total
Rurales.....	137,605	13,293	150,898	17,269	2,185	19,454	14·3	19·7	14·8
De cité.....	138,460	30,431	168,891	11,514	3,471	14,985	9·1	12·9	9·6
De ville.....	52,416	15,107	67,523	5,524	1,945	7,469	11·8	14·8	12·4
De village.....	17,265	1,248	18,513	1,410	108	1,518	9·0	9·5	9·0
Total.....	345,746	60,709	406,825	35,717	7,709	43,426	11·5	14·7	11·9
De continuation.....			6,309	—	—	1,519	—	—	31·7
Instituts collégiaux et hautes écoles.....			34,262	—	—	5,310	—	—	18·3
Industrielles—totalité des cours.....			4,260	—	—	2,137	—	—	100·0
Grand total.....			450,656	—	—	52,392	—	—	13·2

Il est remarquable que, quant aux écoles élémentaires, ce sont les écoles rurales qui présentent la plus grande augmentation dans le chiffre de la fréquentation. Tel qu'expliqué plus haut, l'énorme augmentation dans les écoles industrielles est due en grande partie au fait qu'une haute école de commerce, avec une fréquentation moyenne de 1,117 élèves suivant la totalité des cours, a, depuis l'année précédente, été enlevée de la liste des hautes écoles pour venir figurer avec les écoles industrielles. Même si les écoles industrielles étaient sur la même base que l'an dernier, leur augmentation serait d'environ 49 p.c. et celle des hautes écoles et des instituts collégiaux serait de 22·2 p.c. Une augmentation annuelle de cette envergure, spécialement celle de 31·7 p.c. dans les écoles de continuation semblerait indiquer l'existence de puissants et actifs facteurs de progression de l'instruction. Un coup d'œil sur le Tableau 5 (voir page 85) montre que, si la progression de l'an dernier est plus accentuée que par les années antérieures, ce n'est cependant qu'une continuation de la courbe dans la direction ascendante qu'elle a prise depuis 1893. Il est remarquable de constater que si la courbe de l'inscription a souffert de graves revers, celle de la fréquentation moyenne a toujours monté, excepté pendant un arrêt causé par les années de guerre et la stagnation amenée par l'épidémie d'influenza de 1918. Il semble apparent pour tous que l'idéal des conditions scolaires serait que la courbe de la fréquentation moyenne à celle des inscriptions se confondent. La similitude prolongée des deux courbes sur une très longue période devrait être une indication que l'état de choses qui militait contre l'assiduité à l'école a été attaqué avec énergie.

Le dernier rapport du ministre de l'Instruction Publique donne un bon aperçu permettant une analyse plus serrée de l'assiduité scolaire, le facteur le plus important dans le progrès de l'instruction. Pour cela, il faut obtenir non seulement le statistique de la fréquentation moyenne et sa proportion comparativement au total des inscriptions, mais aussi ce qui est appelé le pourcentage possible de la fréquentation quotidienne. Par exemple, un certain nombre d'élèves commencent tard dans l'année, comme dans le cas des tout jeunes élèves qui font généralement leurs débuts scolaires à la fin du printemps; d'autres commencent avec l'année scolaire mais s'arrêtent avant la fin du terme; d'autres, pour cause de maladie, ou d'autres raisons, manquent un terme complet, soit au commencement, soit à la fin de l'année. Tous ces enfants ne sont pas nécessairement sur les registres de l'école pendant toute l'année, et leur fréquentation possible ne compte qu'aussi longtemps qu'ils sont sur les registres. La fréquentation possible de tous les élèves, sans tenir compte de toutes ces considérations, devrait couvrir toute l'année, mais habituellement elle n'est répartie que sur les jours pendant lesquels l'école est ouverte, de sorte que la fréquentation moyenne de 405,825 sur une description totale de 585,213 élèves des écoles élémentaires signifie qu'une moyenne de 69·38 p.c. des élèves inscrits assiste à chaque jour de classe, de sorte que 30·62 p.c. ont perdu toute l'année scolaire.

Maintenant, le pourcentage de fréquentation possible dans les mêmes écoles est de 86·18. Ce pourcentage est basé sur le nombre de jours de présence de chaque élève comparé au nombre de jours de fréquentation qu'il aurait pu avoir en ne manquant pas une seule journée durant tout le temps qu'il était inscrit au registre de l'école. Il est clair que les élèves ont perdu en moyenne 13·82 p.c. (100—86·18) du temps qu'ils auraient pu donner à l'école, et c'est ce chiffre qui représente la proportion de leur irrégularité.

Quelques uns des facteurs qui ont eu d'aussi évidents résultats dans l'amélioration de la fréquentation scolaire de l'Ontario doivent être invisibles et si subtils qu'ils sont peu susceptibles d'analyse, comme par exemple, un plus grand intérêt dans l'instruction, l'influence des conditions économiques, etc.

Une grande partie de cette amélioration n'en doit pas moins être attribuée au travail des dirigeants de l'instruction publique. C'est pourquoi il n'est pas hors de propos de donner un résumé historique de l'instruction obligatoire dans la province.

Le système scolaire de Ryerson comportait l'instruction obligatoire. En 1891, la loi de l'amélioration scolaire exigeait que les parents profitassent de l'instruction gratuite et envoassent les enfants de 7 à 12 ans à l'école au moins quatre mois par année. En 1881, cinq ans après la retraite de Ryerson, une loi d'instruction obligatoire était adoptée, permettant d'exiger que les enfants de 7 à 13 ans fréquentent les écoles au moins 11 semaines par année, et autorisant la nomination de surveillants de fréquentation scolaire pour faire appliquer la loi. En 1891, une autre loi était adoptée pourvoyant à la nomination de surveillants de fréquentation scolaire pour assurer la fréquentation de tous les adolescents de moins de 17 ans. En 1912, une loi de la fréquentation des écoles par les adolescents était adoptée, permettant aux surveillants locaux d'user de rigueur pour envoyer à l'école les adolescents. Cette loi a été amendée en 1916, permettant à tout bureau des commissaires d'exiger l'assiduité de tous les adolescents de moins de 17 ans ne jouissant pas d'une exemption, soit à une école du jour soit à une école du soir de la municipalité, par une clause spéciale décrétant que les règlements adoptés par le bureau des commissaires ne s'appliqueraient qu'aux enfants des écoles publiques. L'année 1919 a vu l'adoption de deux lois de fréquentation scolaire: une, la loi de la fréquentation obligatoire, décrétant la fréquentation pendant tout le terme scolaire par tout enfant âgé de 8 à 14 ans ne jouissant pas d'une exemption spéciale, et tout enfant commençant ses classes avant l'âge de 8 ans était tenu à la même assiduité. Cette loi exigeait la nomination d'un surveillant de fréquentation scolaire. L'autre loi, celle de la fréquentation scolaire des adolescents, exigeait la fréquentation pendant toute l'année scolaire par les adolescents âgés de 14 à 16 ans, qui n'avaient pas encore passé les examens les qualifiant pour l'admission à l'université, à moins d'une exemption spéciale. A ceux qui travaillent, il fallait des permis les autorisant à assister aux classes une partie du temps, soit au moins 400 heures par année, et la municipalité devait donner à ces derniers, l'accommodation scolaire dont ils avaient besoin. (Cette partie de la loi devait prendre effet en 1921). Les adolescents de 14 à 16 ans n'ayant pas fréquenté les écoles durant toute l'année scolaire devaient assister aux classes pendant au moins 320 heures par année entre les âges de 16 à 18 ans (cette clause devant être mise en vigueur avant septembre 1922). Un fonctionnaire provincial de la fréquentation scolaire a été nommé pour commencer son travail en 1920. Le rôle essentiel de ce fonctionnaire est de veiller à ce que tout enfant du district confié à ses soins reçoive les bienfaits d'une instruction régulière. «Généralement, ces officiers ont employé plutôt le tact et la persuasion dans l'accomplissement de leur devoir, au lieu d'user des rigueurs de la loi, pour faire disparaître les causes nombreuses d'école buissonnière. En combattant et faisant disparaître ces causes multiples, ces officiers ont rendu un très grand service public. En 1921-22, seulement 406 cas d'infraction à la loi de fréquentation scolaire ont dû être portés devant les tribunaux. Un autre service de très grande valeur rendu par ces officiers, c'est la prévention de la criminalité juvénile, les jeunes délinquants étant ordinairement victimes d'habitudes résultant de l'irrégularité de leur fréquentation scolaire, ou découlant immédiatement de l'école buissonnière. Un bon surveillant de fréquentation scolaire est toujours prêt à se dévouer chaque fois qu'il s'agit du bien-être de l'enfant. La loi de la fréquentation scolaire des adolescents a confié à ces officiers l'importante responsabilité d'émettre des permis aux adolescents qui doivent rester dans leur famille ou aller travailler. Avant d'accorder un tel permis, l'officier doit se mettre au courant de la situation de famille de l'enfant, de la nature du travail qu'il veut entreprendre et de l'instruction déjà acquise. Il est aussi en position de découvrir si l'enfant a quelques aptitudes ou dispositions spéciales. Ainsi, il est évident que l'officier a des occasions exceptionnelles de guider ces jeunes gens dans le choix d'un métier ou d'une carrière. Dans les districts ruraux, ce sont généralement des permis de travailler à domicile qui sont octroyés aux adolescents de quatorze à quinze ans. Dans les municipalités urbaines, ce sont des permis de prendre un emploi. La loi exige maintenant que toute municipalité ayant une population de 5,000 habitants ou plus, donne des cours spéciaux de quelques heures aux adolescents ayant la permission de travailler. Il y a dans la province environ 47 municipalités urbaines auxquelles s'applique cette clause de cours spéciaux pour les apprentis. Dans certains centres, on affirme avec assurance que tous les adolescents jusqu'à l'âge de seize ans suivent toutes les classes dans leur totalité, et pour cette raison les classes pour heures réduites ne sont pas nécessaires.¹ Il n'y a aucun doute que l'enseignement manuel ou agricole dans les écoles élémentaires a aussi contribué pour beaucoup à l'amélioration de la fréquentation scolaire. Cet aspect de la question est étudié ci-dessous dans une revue de ces deux activités pédagogiques.

Distribution par âge et par degré.—En 1921, on a commencé à recueillir dans la province, des statistiques sur la classification des élèves suivant l'âge, le sexe et le degré. Un tableau de cette classification dans les écoles secondaires a été publié dans les Statistiques de l'Instruction Publique au Canada, 1921. Un tableau semblable couvrant l'année 1922 est donné page 112 et des tableaux de classification d'après l'âge et le degré, et d'après l'âge, le sexe et le degré et selon qu'ils sont dans des cités, villes ou villages, sont donnés pages 94, 97 et 104. Pour plus d'uniformité et plus spécialement pour diminuer l'espace requis par la traduction, le mot «degré» est substitué aux divisions senior et junior de chaque «livre». Il est à espérer qu'il sera possible de se procurer sous peu des statistiques semblables sur les écoles rurales.

Instituteurs.—Le personnel enseignant employé au cours de l'année² dans les écoles de jour a été de 16,204 instituteurs ou institutrices, dont 12,556 dans les écoles publiques; 1,848 dans les écoles séparées catholiques; 1,302 dans les instituts collégiaux et les hautes écoles; 286 dans les écoles de continuation et 212 dans les écoles d'apprentissage de jour. C'est une augmentation de 535 dans le total du personnel enseignant des écoles élémentaires et une augmentation de 135 dans le nombre des instituteurs. Ces derniers étaient au nombre de 1,641, ou 11.39 p.c. de l'ensemble. L'année précédente, ils représentaient 10.85 p.c. de l'ensemble. Le personnel enseignant des écoles de continuation avait 74.82 p.c. d'institutrices; les institutrices représentaient 52.92 p.c. de tout le personnel enseignant des hautes écoles et des instituts collégiaux. C'est une augmentation du pourcentage des femmes dans les deux catégories d'enseignement. Le nombre d'instituteurs porteurs de brevets de deuxième classe était de 10,589 en 1922, et de 10,133 en 1921. Pendant la même période le nombre de certificats temporaires a diminué de 257, ou plus de 20 p.c. (Pour statistiques complètes sur les qualifications et traitements des instituteurs, voir page 130).

NOTE.—On peut trouver une preuve de cet intérêt du public dans les paroles suivantes d'un fonctionnaire provincial: «On trouve partout un désir plus grand de bénéficier davantage des facilités scolaires maintenant à la disposition de tous, sentiment qui se manifeste par une plus grande assiduité. On en a la preuve dans la nomination de surveillants de fréquentation par les bureaux de commissaires dans les territoires sans organisation municipale, où de telles nominations ne sont pas obligatoires, et dans la nomination de surveillants supplémentaires de fréquentation scolaire par les autorités locales de deux comtés qui possédaient déjà le personnel obligatoire. En 1921, 62 de ces fonctionnaires ont été nommés; en 1922, les commissions scolaires ont porté le nombre de ces nominations à 99. Dans les comtés mentionnés ci-dessus, 13 bureaux locaux ont nommé des surveillants locaux pour compléter le travail de ceux du comté. Non seulement l'inscription scolaire est plus forte que jamais, mais le chiffre de la fréquentation, comparativement à celui de l'inscription, est le plus élevé qui se soit vu dans l'histoire de la province. L'augmentation totale dans les inscriptions des écoles primaires et secondaires a été de 29,944 au cours de l'année, et l'augmentation dans la fréquentation inscrite a été de 52,393 ».

¹Voir rapport du surveillant provincial de la fréquentation scolaire, 1922.

²Année civile pour les écoles élémentaires, année scolaire 1921-22 pour les écoles secondaires. Les chiffres des écoles secondaires, pages 76, 80 et 130 sont pour janvier, 1923.

Formation des instituteurs.—La formation des instituteurs dans l'Ontario est sous le contrôle d'un directeur de l'enseignement pédagogique. Sa direction s'étend sur le collège de l'Instruction Publique qui compte 631 élèves inscrits; 7 écoles normales avec une inscription de 1,815 élèves et 12 écoles modèles avec 616 inscriptions. L'inscription aux différents cours donnés dans les institutions de préparation à l'enseignement est comme suit:

Cours de pédagogie—Régulier.....	70	Au collège de l'instruction publique.
D'été.....	58	Au collège de l'instruction publique.
Cours d'assistant de haute école.....	205	Au collège de l'instruction publique.
Cours de science ménagère.....	18	Au collège de l'instruction publique.
Cours élémentaire d'arts.....	23	Au collège de l'instruction publique.
Cours élémentaire de culture physique.....	138	Au collège de l'instruction publique.
Cours de première classe.....	331	Aux écoles normales.
Cours de deuxième classe.....	1,475	Aux écoles normales.
Cours primaire d'école maternelle.....	385	40 aux écoles normales et 315 aux cours spéciaux d'été.
Cours de troisième classe.....	276	Aux écoles modèles.
Cours pour certificats de troisième classe.....	210	Aux écoles modèles.
Autres cours.....	130	Aux écoles modèles.

Dans son rapport le directeur fait ressortir le fait que le nombre d'instituteurs ou institutrices n'ayant qu'un certificat de troisième classe, quinze ans auparavant, était de 3,500, et celui de porteurs de certificats d'une classe supérieure était de 4,600, alors que maintenant il n'y a que 1,100 porteurs de certificats de troisième classe et 11,500 détenteurs de certificats de classe supérieure. L'an dernier, 276 étudiants se sont inscrits pour la préparation au certificat de troisième classe, alors que les inscriptions aux cours de première et de deuxième classes ont été de 1,800. Il y a aussi augmentation dans le nombre d'étudiants du sexe masculin suivant ces cours; on en compte 92 inscrits aux cours d'instituteur-adjoint de haute école, 98 au cours de première classe, 199 au cours de deuxième classe et 52 au cours de troisième classe. Depuis l'ouverture du collège de l'Instruction Publique, en 1920, le nombre des inscriptions au cours d'instituteur-adjoint de haute école a augmenté de 70 à 205. Ce collège s'efforce maintenant de former des instituteurs pour les classes avancées. En 1922, il a recommandé trois hommes pour le degré pédagogique D et deux pour le degré B. Les inscriptions aux cours d'été pour les degrés B et D ont été de 58 instituteurs lors du terme d'été et de 10 pour le terme régulier. Le nombre total d'inscriptions aux cours qualifiant pour ces deux degrés a été de 156.

Enseignement secondaire.—Il ne faut pas confondre l'enseignement secondaire avec les écoles secondaires. Le tableau 55, page 108 montre que, pour l'année civile 1921, la fréquentation des degrés secondaires a été de 1,875 dans les écoles publiques urbaines, dont 1,575 dans les cités, 80 dans les villes et 220 dans les villages. En plus, il y en a eu 3,260 dans les écoles publiques rurales, et 2,825 dans les écoles catholiques séparées, dont 543 dans les écoles rurales, 2,141 dans les cités, 93 dans les villes et 48 dans les villages. Toutes ces inscriptions sont à ajouter à celles des écoles secondaires qui existent déjà sous quatre noms différents: les écoles de continuation (dispensant l'instruction secondaire aux élèves des villages et des sections rurales); les hautes écoles; les instituts collégiaux et les écoles techniques de jour. Toutes les institutions d'instruction secondaire ont donc eu un total de 60,214 élèves, dont 7,960 dans des écoles élémentaires à classes simples ou multiples, 22,734 dans les instituts collégiaux, 16,671 dans les hautes écoles, 7,505 dans les écoles de continuation et 5,344 suivant la totalité des cours des écoles techniques. Les élèves du deuxième degré dans une école élémentaire sont appelés élèves de cinquième classe. Ces organisations spéciales appelées cinquièmes classes étaient au nombre de 121 en 1921-22 et le nombre d'élèves inscrits était de 1,338, comparativement à 1,001 en 1920-21. Cinq de ces dernières, comptant 74 élèves, étaient attachées à des écoles centralisées, et 98 attachées à des écoles rurales ordinaires. Comme il a déjà été montré, seulement 3,803 des 7,960 élèves de cinquième classe étaient dans des écoles rurales, le reste, soit 4,157, moins 441, appartenant tous aux écoles des cités. Ainsi, on voit que ces élèves de cinquième classe se rencontrent parallèlement aux élèves des instituts collégiaux dans les cités qui ont ces institutions. Cinq cités ont des élèves de cinquième classe dans les écoles publiques et 8 cités en ont dans leurs écoles séparées. La cinquième classe comprend le travail des degrés IX et X et correspond aux premiers éléments de l'enseignement secondaire, sans cependant offrir les mêmes facilités pour les études facultatives, les travaux de laboratoire, etc.

Le tableau suivant donne la distribution des 39,405 élèves des hautes écoles et instituts collégiaux, suivant les occupations de leurs parents:

	Com- merce	Agricul- ture	Institu- teurs	Autres profes- sions	Arti- sans	Ou- vriers	Autres occupa- tions	Sans occupa- tions	Total
1921-22.....	9,307	10,119	554	1,822	8,149	3,442	4,554	1,458	39,405
1920-21.....	8,118	8,583	529	1,711	7,236	2,813	3,856	1,282	34,128
Augmentation.....	1,189	1,536	25	111	913	629	698	176	5,277
Pourcentage de l'aug- mentation.....	14.6	17.2	4.7	6.5	12.6	22.4	18.1	13.7	15.4

On trouvera à la page 112 la distribution par âge, sexe et degré des élèves des institutions d'enseignement secondaire. Quatre des 47 instituts collégiaux ont donné des cours d'agriculture qui ont été suivis par 355 élèves; 20 ont donné des cours de travail manuel qui ont été suivis par 3,250 élèves; 21 ont donné des cours de science ménagère suivis par 3,435 élèves, et 25, des cours de commerce qui ont été suivis par 1,872 élèves. Des 123 hautes écoles, 17 ont donné des cours d'agriculture qui ont été suivis par 1,068 élèves; 3 ont donné des cours de travaux manuels suivis par 140 élèves; 6 ont donné des cours de science ménagère suivis par 333 élèves, et 19, des cours de commerce suivis par 745 élèves.

Le tableau suivant donne la distribution des 5,344 élèves qui ont suivi en entier les cours des écoles d'apprentissage, selon l'occupation du chef de la famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	1,219	203	57	79	2,008	462	798	518	5,344
1921-21.....	597	144	30	70	959	193	376	231	2,600
Augmentation.....	622	59	27	9	1,049	269	422	287	2,744
Pourcentage de l'aug- mentation.....	104.2	40.9	90	15.9	129.4	140.2	112.2	123.9	105.5

Le tableau suivant donne la distribution des 7,505 élèves des écoles publiques et des écoles de continuation, dans les degrés IX à XI (voir le tableau de la distribution suivant l'âge, le sexe et le degré, page 112) selon l'occupation du chef de la famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	886	3,841	27	248	902	725	733	143	7,505
1920-21.....	686	2,951	30	244	657	553	600	102	5,823
Augmentation.....	200	890	-3	4	245	172	133	41	1,682
Pourcentage de l'aug- mentation.....	29.1	30.2	-10	16.4	37.3	31.1	22.1	40.2	28.9

Il est à remarquer que 3,841, ou 51.1 p.c. des élèves des écoles de continuation sont des enfants de cultivateurs.

En comptant ensemble les élèves de toutes les institutions de l'enseignement secondaire, moins les élèves de cinquième classe, nous avons un total de 52,254 dans les degrés IX à XII, ou suivant des cours techniques. Voici la distribution de ces élèves selon l'occupation du chef de famille:

	Com- merce	Agri- culture	Enseigne- ment	Autres profes- sions	Artisans	Ouvriers	Autres occupa- tions	Sans occupa- tion	Total
1921-22.....	11,412	14,163	638	2,149	11,059	4,629	6,085	2,119	52,254
1920-21.....	9,401	11,678	589	2,025	8,852	3,559	4,832	1,615	42,551
Augmentation.....	2,011	2,485	49	124	2,207	1,070	1,253	504	9,703
Pourcentage de l'aug- mentation.....	21.4	21.3	8.3	6.1	24.9	30.1	26.4	31.2	22.8

Il ressort de ce sommaire (1) que 27.1 p.c., c'est-à-dire le plus fort groupe d'élèves fréquentant les écoles secondaires, sont des enfants de cultivateurs; que 21.8 p.c., le deuxième groupe en importance, sont des enfants de commerçants; que 21.2 p.c., ou un groupe à peu près égal au précédent, sont des enfants d'artisans; que 8.9 p.c. sont des enfants d'ouvriers; 1.2 p.c. des enfants d'instituteurs; 4.1 p.c. des enfants dont les parents appartiennent à d'autres professions, tandis que le reste, ou 15.7 p.c. sont des enfants dont les parents n'ont pas d'occupation définie ou sont sans occupation. Les cinquièmes classes devraient ajouter 3,803 élèves au nombre d'enfants de cultivateurs suivant des cours de haute école. Il ressort aussi de ce sommaire que l'augmentation de 9,703 dans le nombre des élèves, depuis un an, se répartit de la manière suivante: 25.6 p.c. vient de la classe agricole; 22.8 des artisans; 20.8 du commerce; 11.0 des ouvriers; 1.3 des autres professions; 0.5 de l'enseignement et 18 de parents dont les occupations ne sont pas classifiées ou sont sans occupation.

La distribution par sexe dans les degrés de haute école est un point très important. Le tableau 61, page 112 montre la distribution par sexe dans les écoles secondaires de l'Ontario et des autres provinces où il est possible d'obtenir cette information depuis un certain nombre d'années. Il faut noter que dans le cas de l'Ontario, cette formation n'existe que pour les écoles secondaires. Le tableau de distribution par âge, sexe et degré, page 104 qui est publié cette année pour la première fois permet de donner le sexe des enfants des cinquièmes classes des écoles publiques urbaines. Voici le tableau des chiffres du dernier rapport et ceux de l'année précédente, montrant l'augmentation en un an:

	1921-22		1920-21		Augmentation		Pourcentage de l'augmentation		Total	
	Garçons	Filles	Garçons	Filles	Garçons	Filles	Garçons	Filles	1921-2	1922-3
Ecoles élémentaires publiques urbaines «cinquièmes classes»...	516	1,358	-	-	-	-	-	-	1,875	1,853
Ecoles de continuation.....	3,080	4,425	2,304	3,519	776	906	337	25·8	7,505	5,823
Hautes écoles.....	7,284	9,387	6,102	8,605	1,182	782	194	9·1	16,671	14,704
Instituts collégiaux.....	11,044	11,690	9,119	10,302	1,925	1,388	211	13·5	22,734	19,421
Elèves suivant en totalité les écoles d'apprentissage.....	3,067	2,277	1,927	673	1,140	1,604	592	236·9	5,344	2,600
Total.....	24,991	29,138	19,452	23,099	5,023	4,680	25·8	20·3	54,129	44,404
Elèves des cinquièmes classes dans les écoles publiques rurales.....									3,260	2,217
Elèves des cinquièmes classes dans les écoles séparées.....									2,825	2,088
Total des élèves des degrés secondaires.....									60,214	48,709
Nombre de ceux dont le sexe n'est pas donné.....									6,085	6,158

Ces chiffres semblent démontrer que le nombre des garçons augmente plus rapidement que celui des filles. La forte augmentation des filles dans les écoles d'apprentissage vient du fait qu'une haute école de commerce a été enlevée de la liste des hautes écoles et placée dans celle des écoles d'apprentissage. Cette école était fréquentée par 1,268 élèves, dont 381 garçons et 887 filles, consacrant tout leur temps à leurs classes. L'année précédente le nombre correspondant d'inscriptions était de 1,049, dont 299 garçons et 750 filles. La prépondérance du nombre de filles dans cette école fait paraître hors de proportion leur augmentation dans les écoles d'apprentissage, mais même dans cette école, l'augmentation du nombre des garçons est de 27·4 p.c. et celle des filles est de 18·3%. Les proportions entre garçons et filles seraient probablement moins égales s'il était possible de diviser les 6,083 dont le sexe n'est pas donné; mais la proportion numérique entre garçons et filles dans les degrés secondaires doit être approximativement de 85 à 100 en chiffres ronds. Le tableau 62, page 112 montre l'importance du gain numérique fait par les garçons, car on y voit qu'il y eut une année dans une province où l'on comptait moins d'un garçon pour deux filles. La forte augmentation du nombre des garçons dans les écoles secondaires est due en grande partie aux écoles d'apprentissage, mais d'autres facteurs importants y ont aussi contribué, tels que la loi sur l'immigration des adolescents, l'opinion publique, etc.

Les écoles de continuation ont droit à une mention spéciale parmi les facteurs qui ont contribué à l'augmentation du nombre des inscriptions aux écoles secondaires. En 1921, 17 de ces écoles ouvraient leurs portes pour la première fois; en 1922, on en ouvrait 26. Les écoles de continuation sont divisées en trois classes: «C», écoles avec un seul professeur (c'est-à-dire un instituteur consacrant tout son temps aux travaux de haute école), ou un instituteur y consacrant tout son temps et un autre une partie de son temps; «B» écoles avec deux professeurs; «A» écoles de trois professeurs, ou plus de trois professeurs. Le tableau suivant montre l'expansion de ces écoles et leur avancement d'une classe à l'autre depuis 1918:

ÉCOLES DE CONTINUATION

Classe de l'école	Nombre d'écoles				
	1918	1919	1920	1921	1922
C. Un professeur.....	25	25	23	34	46
C. 1½ professeur.....	8	9	13	11	13
B. Deux professeurs.....	97	101	100	102	103
A. Trois professeurs ou plus.....	3	2	8	12	19
Total des écoles.....	133	137	144	159	191
Total des professeurs.....	244	251	273	297	336

Dans ce tableau il n'est pas tenu compte des écoles de continuation qui ont été élevées au niveau de hautes écoles. En 1920, 4 écoles de continuation sont devenues des hautes écoles; en 1921, 3; en 1922, 5. Le développement normal d'une école semble s'opérer dans l'ordre suivant: une «cinquième classe» d'une école élémentaire devient une école de continuation de la classe «C»; passe successivement dans les classes «B» et «A» et atteint finalement le rang de haute école.

L'implantation de l'instruction secondaire dans l'Ontario date de 1797, alors que le gouvernement impérial approuva la création d'un fonds pour l'avancement de l'instruction et l'établissement d'écoles de grammaire gratuites. En 1807, une somme de £100 était allouée à chacun des huit districts scolaires pour le traitement d'un instituteur. Un bureau, composé d'au moins cinq syndics pour chaque école de grammaire, était chargé de l'engagement des instituteurs et des règlements gouvernant l'école. En 1812, une «Académie» était ouverte à Bath. En 1819 ont été adoptés les premiers règlements de promotion des élèves des écoles élémentaires à l'école secondaire. En 1850 fut adoptée une loi définissant mieux le contrôle de l'enseignement en donnant aux syndics des écoles ordinaires le droit de classer les écoles sous leurs soins en primaires, intermédiaires et hautes, et d'établir une unique école ayant chacune des trois classes précitées. En 1885, Ryerson réussit à enlever au conseil de l'université le contrôle de l'enseignement secondaire pour le confier au surintendant et au conseil de l'Instruction publique dans lequel l'université et le collège avaient des représentants. Un octroi devait être fait à même le fonds des traitements des instituteurs d'écoles de grammaire; le programme des études était tracé par le conseil; le surintendant devait visiter les écoles; les syndics locaux devaient engager les instituteurs et la fréquentation devait être absolument libre.

En 1865, une loi autorisait des allocations aux écoles, basées sur la fréquentation, et les syndics de la municipalité devaient prélever un montant égal à celui versé par le gouvernement. En même temps, la nomination des syndics devait se faire par le mode électif. En 1874, on décrétait la contribution, par cotisation obligatoire, au maintien des hautes écoles; les hautes écoles les mieux organisées devenaient des instituts collégiaux, avaient droit à des allocations plus considérables et le paiement des octrois devait être basé sur les résultats et non sur le chiffre de la population. En 1907 a été établi un système d'écoles secondaires appelées de continuation. Le point de départ de ces dernières était la classe de continuation, degré A, des écoles élémentaires qui étaient déjà au nombre de 27 en 1897, 20 d'entre elles n'ayant qu'un seul professeur et 7 en ayant deux, et l'inscription totale étant de 1,275. En 1907, il y avait 91 écoles de continuation (65 avec un professeur, 24 avec deux professeurs, deux avec 3 professeurs et une inscription totale de 3,993 élèves) et en 1921-22 ces chiffres s'étaient transformés en 160 écoles, dont 46 avec un professeur, 102 avec deux professeurs et 12 avec trois professeurs, l'inscription totale étant de 7,505 élèves. Comme il a déjà été dit, ces écoles touchent aux écoles primaires par leur classe de continuation, appelée cinquième classe, et par en haut elles touchent aux hautes écoles dont elles peuvent atteindre le type en s'améliorant et en s'élargissant.

Organisation des écoles rurales—Fusion et centralisation.—(Voir tableau, page 114). Tel qu'exposé plus haut, l'inscription des écoles rurales de l'Ontario, au cours de l'année civile 1921, a été de 235,751 élèves dont 121,502 garçons et 114,249 filles. L'instruction leur a été dispensée dans 5,922 écoles, par 6,871 instituteurs: 717 hommes et 6,154 femmes. De ces écoles, 472 étaient à classes multiples, 328 ayant deux salles de classe, 72, trois salles, 26 quatre salles, et 46, plus de quatre salles. Dans toutes les écoles rurales, 155 ont joui de l'inspection médicale; 26, une infirmière avec inspection médicale; 171 l'inspection par une infirmière seulement et 149 l'inspection dentaire. L'inspection par les infirmières a requis un personnel de 23 de ces dernières. Dans les cours spéciaux, 48,956 élèves ont suivi les cours d'agriculture; 15,919 l'entraînement manuel; 9,024 les sciences ménagères et 583 les matières commerciales. Il y avait 5,558 écoles rurales possédant des bibliothèques, formant un total de 1,024,487 volumes. La dépense totale de ces écoles a été de \$10,506,174, soit \$45 par élève inscrit, ou \$69 par unité de fréquentation moyenne.

La moyenne de fréquentation quotidienne dans ces écoles a été de 150,898, ou de 64 p.c. des inscriptions, comparativement à 69.38 p.c. dans toutes les écoles publiques ou séparées. La proportion de l'assiduité réelle par rapport à la fréquentation possible, c'est-à-dire le pourcentage formé par le nombre de jours de présence de chaque élève comparativement au total des jours de fréquentation possible de chaque élève depuis la date de son inscription, ou depuis qu'il a atteint l'âge de fréquentation obligatoire, ou depuis qu'il a laissé l'école, est d'environ 83 p.c., alors que dans les autres écoles publiques ou séparées, il est de 86.18.

Sur 235,751 élèves des écoles rurales, 45,823 étaient dans le quatrième livre, c'est-à-dire, dans les degrés VII et VIII, et 3,803 étaient des élèves de la cinquième classe, c'est-à-dire dans les degrés IX et X. Il a déjà été mentionné que 10,119 des élèves fréquentant les hautes écoles et les instituts collégiaux, 3,841 de ceux fréquentant les écoles de continuation, 203 de ceux fréquentant les écoles d'apprentissage, soit 14,163 en tout, étaient des enfants de cultivateurs. Dans les écoles autres que rurales, les quatrième classes comptaient 65,526 élèves, et les cinquièmes classes, 4,157, sur un total de 349,462. Cela donne 19.5 des enfants des écoles rurales aux quatrième classes, et il n'y a pas de doute que les 19 p.c. des enfants des quatrième classes des écoles urbaines comprend un certain nombre d'enfants de cultivateurs habitant le voisinage immédiat d'un village ou d'une ville. C'est pourquoi la proportion d'enfants prêts à entrer dans les écoles secondaires est plus considérable parmi la population rurale que parmi la population urbaine. Cependant, la proportion d'élèves des écoles rurales suivant des cours de haute école dans toutes les institutions d'enseignement secondaire et les cinquièmes classes, était d'environ 7.2 p.c. (sur un total 235,751—14,163); alors que la proportion des autres enfants était de 11 p.c. (sur un total de 349,462 dans les écoles élémentaires—38,091 dans les écoles secondaires).

Des 4,989 écoles rurales avec un seul instituteur, 4,330 étaient situées dans des comtés et 659 dans des districts. Suivant le rapport du directeur des écoles rurales, la fréquentation moyenne de ces dernières, pour toute la province, a été de moins de 20 élèves par jour, près de 13 p.c. des écoles ayant une fréquentation quotidienne moyenne inférieure à 10 élèves. Dans les 645 écoles qui ont eu une fréquentation moyenne moindre de 10, la moyenne de la fréquentation totale a été de 4,262. Les dépenses encourues pour le maintien de ces écoles ont été de \$18 par unité de fréquentation moyenne, comparativement à \$73 qui est la moyenne calculée sur l'ensemble des écoles rurales. Dans les centres organisés, 272 écoles, avec une fréquentation moyenne de moins de 5, ont reçu en allocations \$19,870, ou \$110.39 par élève, unité de fréquentation moyenne. Dans 499 écoles, avec une fréquentation moyenne de 5 à 10, le montant payé a été de \$190,481, ou de \$19.30 par élève; et dans les 1,381 écoles avec une fréquentation moyenne de 15 ou moins, le montant payé a été de \$346,377, ou de \$23.97 par élève. Dans les 4,330 écoles des centres organisés, la moyenne du montant versé par élève a été de \$11.96. Près d'un tiers des écoles rurales ont eu une fréquentation moyenne de moins de 15, et ces dernières ont absorbé près d'un quart des allocations de la législature.

Ce qui précède devrait donner une idée des écoles rurales. Aussi, ne voit-on de meilleure solution, tant pour l'économie que pour l'efficacité des écoles, qu'une organisation tendant de près ou de loin au fusionnement. Les principaux obstacles à la réalisation de ce projet de fusionnement se trouvent dans les conditions topographiques et les dépenses capitales. Il y a aussi à lutter contre les préjugés que soulèvent toute innovation. L'organisation qui s'occupe du projet suggère de commencer par un examen minutieux de chaque comté afin de déterminer quelles écoles il serait plus facile de grouper au point de vue économique. Là où le fusionnement n'est pas possible, il pourrait être pris des mesures mettant l'instruction secondaire et l'enseignement technique à la portée de tous les enfants des sections rurales. Ceci peut être fait, (1) en organisant le transport des élèves des écoles de continuation ou des hautes écoles; (2) en établissant des écoles rurales de continuation à des points stratégiques où d'autres écoles secondaires ne sont pas accessibles, avec des départements d'agriculture, de sciences ménagères et un système de transport. Il serait alors possible d'établir sur des bases pratiques des cours partiels pour les élèves ruraux. Dans la plupart des cas le personnel régulier pourrait être complété par un corps d'instituteurs mobiles pour les spécialités, l'apprentissage, etc. (1)

Le fusionnement des écoles a été autorisé par une loi adoptée en 1899 et la même année voyait l'établissement d'une première école centralisée à Guelph. En 1919, il ne s'en était établi que huit. Une autre loi a alors été adoptée concernant ces écoles. Cette législation permettait de diviser une section scolaire, une partie pouvant se fusionner avec la section voisine, alors que l'autre partie pouvait garder son identité. Les allocations aux écoles fusionnées doivent être au moins égales à la somme de ce que recevaient séparément chacune des écoles englobées dans la fusion, et quand il faut des instituteurs supplémentaires, l'école a droit à autant de fois l'allocation d'un instituteur principal qu'elle compte d'unités combinées, en plus d'une allocation pour un instituteur adjoint pour tout autre instituteur supplémentaire. En 1920, il y avait en existence dix de ces écoles centralisées. En 1921, le ministère de l'Instruction publique créa un directeur de l'organisation scolaire rurale. Son premier rapport, d'un grand intérêt, se trouve à la page 42 du rapport du ministre de l'Instruction publique pour 1922.

On peut voir à la page 113 le terrain parcouru par ce système de fusionnement des écoles dans l'Ontario. On y constate qu'il y a eu 16 fusions, englobant 60 districts. L'inscription totale est de 2,031 élèves dont 946 sont transportés. La fréquentation moyenne varie de 76 à 97 p.c. de l'inscription; trois écoles ont une moyenne de 76 p.c., ou de moins de 80 p.c.; 7 ont une moyenne de plus de 80 p.c. et moins de 90 p.c., et 5 dépassent 90 p.c. Les dépenses totales ont été de \$120,264. Onze de ces écoles donnaient des cours de haute école, trois d'entre elles ayant cinq instituteurs de haute école consacrant tout leur temps aux matières d'enseignement secondaire, et un instituteur donnant la moitié de son temps à ces mêmes matières; huit écoles avaient des salles communes et dans deux cas seulement le traitement des instituteurs (était inférieur à \$1,000; 8 étaient outillées pour l'enseignement de l'agriculture; 6 pour l'enseignement des travaux manuels; 10 pour l'enseignement des sciences ménagères et 4 pour l'enseignement de la musique. La plus longue route pour le transport des élèves à l'école était de 7 milles et la plus courte, de 1½ mille.

Enseignement agricole, industriel, technique, etc.—L'enseignement des arts et métiers dans les écoles comprend les matières suivantes: 1, éléments d'agriculture; 2, travaux manuels et sciences ménagères dans les écoles ordinaires; 3, enseignement industriel et technique dans les écoles d'apprentissage; 4, travaux de laboratoire en agriculture et sciences appliquées.

Cours élémentaires d'agriculture.—Au cours de l'année, il y a eu 1,672 écoles publiques à classe unique et 74 écoles séparées à classe unique, donnant des leçons d'agriculture. Attachés à ces classes il y avait respectivement 1,084 et 439 jardins privés et 588 et 35 jardins scolaires. La même année 250 écoles publiques et 51 écoles séparées à classes multiples ont donné des cours d'agriculture, cultivant 105 et 51 jardins privés et 145 et 23 jardins scolaires. Le nombre d'écoles publiques et séparées se qualifiant pour avoir droit aux octrois, est donné, pour chaque type d'école, à la page 118. On y verra que leur nombre a monté de 4 en 1903, à 2,047 en 1922, et que les jardins scolaires qui étaient au nombre de 208 en 1914, étaient au nombre de 796 en 1922. Depuis 1915, le nombre de hautes écoles se qualifiant pour l'octroi a augmenté de 11, sans terrains, à 30 en 1922, dont 27 avec des terrains. Le nombre d'élèves suivant les cours d'agriculture dans les écoles publiques ou séparées en 1921 a été de 70,700; dans les écoles de continuation, de 186; dans les hautes écoles et les instituts collégiaux, de 1,423. Des détails complets sont donnés à la page 117. L'organisation de l'exposition pour écoles est confiée aux représentants du ministère de l'Agriculture qui coopèrent avec les instituteurs et les inspecteurs. Il y avait 50 de ces derniers en 1922. Il y avait 87 inspecteurs d'écoles publiques ou séparées possédant leur certificat intermédiaire en agriculture. Les cours sont donnés au Collège d'Agriculture de l'Ontario et sont de deux stages de cinq semaines chacun, deux étés consécutifs. Ces cours ont été institués en 1913, et depuis 1914, 166 instituteurs se sont qualifiés pour le certificat intermédiaire en agriculture, dont 33 en 1922. Dans les écoles normales, les instituteurs qui se préparent aux brevets de première classe ou de deuxième classe suivent des cours réguliers d'agriculture et reçoivent aussi un certain entraînement dans l'enseignement des choses agricoles. A cette fin, 23 écoles sont affiliées aux écoles normales. En 1922, les cours d'été du Collège d'Agriculture de l'Ontario ont été suivis par 471 étudiants, dont 4 étaient des inspecteurs. La même année, 118 élèves ont suivi les cours d'été du Whitby Ladies College, 33 ceux de la Northern Academy à Monteith et 64 ceux de l'Ecole Agricole de Kemptville.

Sciences ménagères.—Cet enseignement se fait par centralisation. Une pièce est outillée dans une école assez centrale et les enfants des autres écoles y viennent à des périodes déterminées. Dans les grandes écoles les professeurs de travaux manuels et de sciences ménagères sont à leur enseignement toute l'année, enseignant alternativement dans plusieurs classes. Les professeurs de sciences ménagères sont formés au Collège of Education qui donne un cours spécial d'un an complet aux étudiants possédant déjà un certificat de capacité de deuxième classe. Des cours sont aussi donnés à l'Institut Macdonald, de Guelph, qui accorde des certificats de compétence.

(1) Rapport du directeur de l'organisation des écoles rurales, 1922.

Jusqu'à présent, la seule formation qui existe pour les professeurs de travaux manuels est dans les cours d'été. Il y avait autrefois des classes au Collège d'Agriculture de l'Ontario. Chaque année, il se donnait, en été, deux cours de travaux manuels et un cours de sciences ménagères. Ces cours, qui se donnaient en juillet et août, duraient cinq semaines. A titre d'expérience, on a commencé, depuis deux ans, à donner un cours tous les samedis, pendant toute l'année. Les étudiants qui suivent ces cours fréquentent ensuite l'école d'été de Toronto et commencent immédiatement dans la deuxième partie du programme et peuvent obtenir un certificat élémentaire en un an. En 1919, les arts manuels et les sciences ménagères étaient enseignés dans 198 écoles rurales; en 1920, dans 308 et en 1921-22, dans 420.

Dans toutes les écoles du jour, sans compter les écoles d'apprentissage, l'entraînement manuel a été donné à 126,834 élèves, et les sciences ménagères ont été enseignées à 79,200 élèves. La répartition de ces cours est donnée en tableau, page 116.

Enseignement technique et industriel.—Ces cours rudimentaires d'agriculture, de travaux manuels et de science ménagère, dont il a été question déjà ne doivent pas se confondre avec ce qui est appelé dans l'Ontario l'enseignement technique et industriel. Ces cours sont intercalés dans le programme scolaire ordinaire, ou bien ils consistent en un cours d'été de courte durée, ayant pour but de former les instituteurs qui enseigneront ces matières dans les écoles ordinaires. Il n'est pas toujours facile, en décrivant l'enseignement agricole de différencier entre l'instruction des écoles normales ordinaires, celles des collèges d'agriculture et celle des différentes écoles d'agriculture. Tout de même, il est à peu près exact de dire que l'instruction donnée dans les cours d'été des différentes écoles d'agriculture, ou les cours du samedi, etc., dans les écoles normales, a pour but de former des inspecteurs et des instituteurs qui auront la direction de cet enseignement dans les écoles ordinaires et non pas dans les écoles d'apprentissage. Les commentaires faits jusqu'à présent sur les travaux manuels et les sciences ménagères s'appliquent seulement aux écoles ordinaires et aux instituteurs qui y enseignent. D'un autre côté, l'enseignement technique est tout à fait distinct et se donne dans des écoles dites techniques ou industrielles. Les écoles industrielles de jour sont sur le même niveau que les écoles secondaires, et le nombre des élèves qui les fréquente doit s'ajouter à ceux des écoles secondaires. Les élèves qualifiés pour l'admission à la haute école sont admis aux cours complets, ceux qui durent toute la journée, des écoles techniques ou commerciales; les élèves qualifiés au moins pour le degré IX ou X sont admis à des cours généraux, spéciaux ou partiels dans une école soit industrielle, soit ménagère, ou une haute école d'agriculture, ou à un cours spécial ou partiel dans une haute école commerciale ou technique. Ceux qui travaillent le jour peuvent être admis aux écoles d'apprentissage du soir s'ils sont assez avancés pour y recevoir l'enseignement donné. Les écoles d'apprentissage de jour comprennent donc tout l'enseignement technique donné le jour, moins (1) les travaux manuels et les sciences ménagères tels qu'enseignés dans les écoles élémentaires ordinaires, les écoles normales et les écoles d'agriculture; (2) l'enseignement des matières agricoles dans les écoles ordinaires et dans les hautes écoles d'agriculture; (3) tout enseignement technique, agricole ou industriel au-dessus des écoles secondaires. Pendant l'année scolaire 1921-22, les écoles d'apprentissage de jour ont été fréquentées par 5,344 élèves—3,067 garçons et 2,277 filles—dont 2,722 étaient pour la première fois admis à une école secondaire. Dans 4 de ces écoles, il y a eu 574 élèves—251 garçons et 323 filles—ne suivant qu'une partie des cours. Dans 8 des écoles d'apprentissage de jour, il y a eu 1,604 élèves spéciaux—540 garçons et 1,064 filles—Le programme d'enseignement comprend outre les matières académiques ordinaires aux hautes écoles (anglais, histoire, etc.), 50 sujets techniques différents touchant divers métiers ou occupations. Il faut noter que les sujets commerciaux et les sciences ménagères sont compris dans ce programme. Dans 55 écoles d'apprentissage du soir, il y a eu 32,545 élèves—14,652 garçons et 17,893 filles. Un des renseignements intéressants donnés par le directeur de l'enseignement technique, c'est que sur ces 32,545 élèves, 20,963 étaient nés au Canada; 9,038 étaient nés dans les Iles Britanniques, et 2,544 venaient de différents pays. Le personnel enseignant se composait de 212 professeurs employés en permanence et 60 employés une partie de leur temps, dans les écoles du jour, et 1,075 professeurs dans les écoles du soir.

Le directeur de l'enseignement industriel et technique dirige aussi la formation de professeurs pour l'enseignement des arts et métiers. Le deuxième terme annuel de l'école d'été tenue à cette fin à Toronto, du 3 juillet au 4 août, avait en inscriptions 17 instituteurs de première année et 13 de seconde année; 73 institutrices de première année et 42 de seconde année. Les étudiants de seconde année étaient ceux qui avaient complété avec satisfaction les cours du premier terme, donnés en 1921. Les étudiants de première année se divisaient en trois groupes: 1, ceux qui enseignaient un métier ou une matière technique et qui avaient un certificat temporaire; 2, autres personnes dûment qualifiées, se destinant à l'enseignement dans les écoles d'apprentissage; et 3, les institutrices ayant déjà leur certificat de sciences ménagères et désirant suivre un cours pratique de couture. Les cours partiels s'expliquent par la nécessité de satisfaire aux prescriptions de la loi sur l'instruction des adolescents, dont il est fait mention à la page 27.

Les cours de science ménagère ont d'abord été créés comme facultatifs en 1894, puis rendus obligatoires en 1897. L'agriculture, à titre d'essai, a été introduite dans le programme des études de la 4^{ème} et de la 5^{ème} classes, en 1891; dès 1899, elle devenait obligatoire dans toutes les écoles, sauf dans les écoles urbaines. La même année, les matières commerciales ont été incluses dans le programme de la cinquième classe et des classes inférieures et les travaux manuels laissés facultatifs dans ces mêmes classes. En 1902, à la fin des dons de sir William Macdonald pour l'enseignement des travaux manuels, le gouvernement a tracé un programme pour cet enseignement et a fait des règlements concernant les certificats des professeurs dans ces matières. Un directeur de l'enseignement technique et un directeur de l'enseignement agricole ont été nommés en vertu d'une loi adoptée en 1909. La loi de l'enseignement industriel adoptée en 1911 donnait aux municipalités le pouvoir d'établir des écoles pour l'enseignement technique et de prélever une taxe pour leur maintien. Un peu plus tard, en 1913-4, une loi autorisait la subvention de ces écoles par la province. En 1915, quarante-deux de ces écoles avaient été établies—

seulement deux municipalités urbaines d'une population dépassant 800 âmes n'en avaient pas établi alors que plusieurs villes plus petites, qui étaient des centres industriels, en étaient dotées. Il y avait, cette année-là, 7 écoles du jour (4 écoles avec un programme technique complet et 3 étaient des classes d'enseignement technique dans de hautes écoles). En 1919, la province a participé à l'octroi du gouvernement fédéral en faveur de l'enseignement technique. En 1921, une loi était adoptée permettant de prélever au moyen de taxes les fonds nécessaires à l'accommodation et à l'instruction de tous les élèves dûment admis dans les écoles suivantes: écoles industrielles; 2, de science ménagère; 3, de métiers; 4 hautes écoles techniques; 5, hautes écoles d'agriculture; 6, hautes écoles commerciales. (Pour statistiques complètes de l'enseignement technique, voir page 117).

Inspection médicale.—Le rapport du directeur médical de la division de l'hygiène scolaire mentionne qu'il existe actuellement vingt unités (y compris deux commençants avec la nouvelle année en 1923) formées d'une combinaison d'écoles rurales ou urbaines pour l'emploi des services permanents d'une infirmière à l'école. Il y a actuellement dans la province 63 centres pourvus d'une infirmerie ouverte en permanence, employant 6 médecins, 12 dentistes et 95 infirmières.

Classes auxiliaires.—Il y a maintenant dans la province d'Ontario 74 classes auxiliaires pour les enfants infirmes ou dont l'intelligence est appréciablement au-dessous de la normale, comparativement à 43 qui étaient en existence en 1921. Un règlement a été adopté récemment pourvoyant à la formation d'une classe spéciale dans toute section scolaire, en tout ou en partie rurale, contenant plus de 12 enfants sub-normaux. Les règlements ont aussi pourvu à assurer deux instituteurs à toutes tel classes ayant plus de 28 élèves. Le ministère fait faire gratuitement le relevé de tous les districts où les commissaires désirent établir des classes d'entraînement. Au cours de l'été 1922, 57 instituteurs et institutrices ont subi avec succès examens d'aptitude pour enseigner dans les classes auxiliaires. Le rapport de l'inspecteur des classes auxiliaires contient un item intéressant qui est en même temps une information importante: c'est qu'avec le temps, les instituteurs ordinaires seront aptes à faire l'épreuve de la capacité mentale des enfants au moins dans les degrés préliminaires. L'importance de cette découverte, non seulement au point de vue de la recherche de tous les cas psychopathiques, mais comme un contrôle des épreuves, ne pourra probablement se manifester complètement que dans quelques années. Les 74 classes auxiliaires de l'Ontario comprennent les classes en plein air; les classes d'ambulance; les classes pour les myopes; les classes pour les sourds-muets et les classes pour les retardataires.

C'est en 1907 que le ministère a commencé à s'occuper de l'inspection médicale des écoles; la ville de Toronto avait déjà adopté ce système depuis quelque temps. En 1914, une loi était adoptée permettant aux commissions scolaires de pourvoir aux frais de l'inspection médicale et dentaire. En 1918, une autre loi permettait l'organisation de l'inspection médicale dans les écoles rurales. Jusqu'à présent deux comtés seulement ont mis à profit la permission donnée aux écoles rurales et des petits centres urbains, mais dans toutes les cités, le système est en vigueur. La même année, des règlements spéciaux étaient adoptés pourvoyant à l'inspection médicale des écoles séparées. En 1919, le ministre de l'Instruction publique recevait le pouvoir de nommer des fonctionnaires chargés spécialement de l'inspection médicale et dentaire des écoles publiques et séparées, et de distribuer des octrois aux classes auxiliaires. La même année, un arrêté ministériel nommait un dentiste, trois femmes médecins et trois infirmières d'école pour procéder à l'inspection médicale et dentaire dans les écoles de l'Ontario. Cette même année vit l'inauguration des premiers cours d'été pour les infirmières scolaires. En 1921, le ministère nomma un inspecteur médical en chef et une infirmière en chef des écoles.

Une loi de 1914 pourvoyait à l'établissement de classes auxiliaires. Une première école pour la formation des maîtres et maîtresses de ces classes fut ouverte par le ministère en 1915, et une autre en 1919. En 1920, il y avait aussi en existence 50 autres classes qui peuvent dans un certain sens être comptées parmi les auxiliaires.

Enseignement supérieur.—Outre l'université d'Etat de Toronto, ses universités fédérées et un collège affilié, il existe quatre autres universités et 13 autres collèges. Le nombre d'étudiants inscrits dans les 7 universités, pour l'année 1922, a été de 12,724, dont 2,764 dans les cours préparatoires, et 678 comptant deux fois puisqu'ils étaient déjà inscrits dans quelques unes des universités fédérées, et 2,637 inscriptions dans les autres institutions affiliées. Cependant, ces institutions sont des écoles secondaires privées et leurs inscriptions ne sont pas comprises dans celles des collèges affiliés, à l'exception de 233. Dans les 14 collèges techniques ou professionnels affiliés, il y a eu 5,018 étudiants, dont 639 dans les cours préparatoires. Ceci donne 17,724, moins 911 inscriptions en double dans les collèges et universités, et 3,403 dans les cours préparatoires, soit un total net de 13,428 étudiants dans les matières purement universitaires. Les dépenses de l'année ont été de \$5,159,406. Les recettes ont été de \$4,798,526, dont \$2,324,029 en subventions du gouvernement, et \$1,067,388 en contributions des élèves.

Ecoles privées.—Le nombre des inscriptions dans les écoles privées élémentaires et secondaires a été de 8,138, dont 2,995 garçons et 5,143 filles. Ces écoles privées sont au nombre de 380. On remarquera à la page 161, la répartition de ces 8,138 élèves par degré, âge et sexe. L'analyse de ces institutions d'après le nombre des élèves résidants se trouve à la page 157. Les tableaux couvrant les collèges commerciaux sont aux pages 163 à 165. Le nombre d'étudiants dans les 38 collèges commerciaux ayant fait rapport est de 12,229.

Coût de l'instruction.—Au cours de l'année, il a été dépensé \$36,739,564 pour l'instruction publique. De cette somme, \$2,454,018 ont été contribués par le gouvernement et \$34,285,546 par les contribuables, etc.; le traitement des instituteurs a absorbé \$15,473,049; l'enseignement secondaire a absorbé \$7,024,771, dont \$3,563,079 pour le traitement des instituteurs. Dans le chiffre global il faut inclure \$237,000 en subventions du gouvernement aux universités. Les chiffres correspondants de l'année précédente sont: dépenses totales, \$30,626,435, dont \$1,612,837 contribués par le gouvernement et, \$29,013,837 par les contribuables, etc.; \$13,070,038 en traitements du personnel enseignant; l'enseignement secondaire a absorbé \$5,409,923, dont \$3,042,891 pour le traitement des instituteurs. Les octrois du gouvernement aux universités se sont montés à \$771,000. Pour détails complets sur les recettes et déboursés voir page 140. Le tableau ci-dessous montre les fluctuations des dépenses et recettes:

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Sommaire de toutes les institutions d'enseignement.—Au cours de l'année scolaire 1921-22, les inscriptions dans toutes les institutions d'enseignement du Manitoba ont été au nombre de 151,845¹, dont 136,876 dans les écoles élémentaires ou secondaires sous le contrôle administratif; 790³ dans les écoles normales; 3,507 dans les écoles d'apprentissage du jour; 2,295 dans les écoles d'apprentissage du soir; 158 dans l'école pour les sourds, à Winnipeg²; 49 dans l'école des aveugles de Brantford, Ont.; 2,426 dans l'université de la province; 1,634 dans les collèges, dont 111 déjà comptés comme universitaires; ce qui donne un total de 3,949 pour les collèges et universités; 1,928 dans les collèges commerciaux; 697 dans les écoles privées élémentaires et secondaires⁴; et 1,804 dans les écoles pour Indiens.

Cette population scolaire disposait de 1,936 écoles élémentaires ou secondaires avec 3,782 classes ou départements et 3,893 instituteurs ou institutrices; 5 écoles normales avec 11 professeurs y consacrant tout leur temps; 20 écoles d'apprentissage avec 45 professeurs réguliers et 85 autres n'y donnant qu'une partie de leur temps; 1 école pour les sourds à Winnipeg, avec 18 professeurs; une école pour aveugles à Brantford, Ontario, où sont envoyés les pupilles du Manitoba, après entente entre les deux gouvernements provinciaux; une école industrielle pour les jeunes délinquants à Portage la Prairie, avec 4 professeurs; une université provinciale avec un personnel enseignant de 153; 2 collèges affiliés (le collège de Brandon est affilié à l'université McMaster, de l'Ontario et le collège Wesley à l'université du Manitoba); 2 collèges exclusivement théologiques; une école de droit et un collège d'agriculture affiliés à l'université provinciale, tous ces collèges possédant un personnel enseignant de 115; 9 collèges commerciaux privés faisant rapport, avec un personnel enseignant de 68; 6 écoles privées élémentaires ou secondaires faisant rapport, avec un personnel de 38 maîtres ou maîtresses, et 46 écoles pour les Indiens. (Voir le tableau 2, page 81).

Écoles publiques élémentaires et secondaires: inscriptions.—Des 136,876 élèves des écoles élémentaires et secondaires, 126,147 étaient dans les degrés primaires et 10,729 dans les degrés secondaires. Leur accommodation consistait en 3,000 classes, avec 126,147 élèves des degrés primaires et environ 1,029 élèves des degrés secondaires; 95 écoles intermédiaires (c'est-à-dire écoles ayant un professeur de haute école) avec 2,080 élèves suivant des cours de haute école; 38 hautes écoles (écoles ayant deux professeurs de haute école) avec 76 classes et 2,091 élèves dans les degrés supérieurs; 5 hautes écoles junior, couvrant les degrés VII, VIII et IX) avec 970 élèves dans les matières de haute école; 5 écoles collégiales (ayant chacune 3 professeurs de haute école, ce qui fait 15), avec 456 élèves dans les matières de haute école, et 11 instituts collégiaux avec 4,103 élèves dans les classes de haute école.

L'augmentation dans l'ensemble des inscriptions sur l'année précédente a été de 7,861, ou de 6.1 p.e., et dans les degrés secondaires, de 2,078 ou 24.5 p.e. Pour la progression des inscriptions d'année en année, voir le tableau, page 84.

Fréquentation moyenne.—Le chiffre de fréquentation moyenne de l'année a été de 95,433, soit une augmentation de 9,296, ou de 10.8 p.c. sur l'année précédente. Il est à remarquer que, depuis les provinces de l'Atlantique, en se dirigeant vers l'ouest, on a constaté une succession ininterrompue d'augmentations dans la moyenne de la fréquentation scolaire. Cette moyenne dans le Manitoba a été de 69.72 p.c. du chiffre des inscriptions, comparativement à 66.76 p.c. l'année précédente. Le tableau qui fait suite à ce résumé fait ressortir les fluctuations tant des inscriptions que de la fréquentation, depuis 1917. Si on prend note du grand nombre de districts isolés dans la province, ce qui contribue à diminuer de beaucoup le coefficient de la fréquentation scolaire, on arrive à la conclusion qu'un pourcentage de 70 est un très beau résultat. La fréquentation moyenne étant le facteur le plus important des progrès de l'instruction, il est intéressant d'étudier le tableau, page 85 donnant la fréquentation par périodes, dans chaque province, afin d'y découvrir les causes et les raisons susceptibles d'influencer le coefficient de fréquentation dans les différentes provinces et en différentes années. Il est aussi intéressant de passer en revue les tableaux donnant la fréquentation réelle et la fréquentation possible en Ontario et en Saskatchewan, ce qui permet de se former une idée du temps perdu par l'irrégularité pure et simple, et la proportion perdue par les entrées tardives ou par les sorties prématurées. Dans le tableau des périodes de fréquentation, consacré au Manitoba, on voit que la plus forte contribution au volume des irrégularités vient du groupe de ceux qui ont fréquenté les classes moins de 50 jours, ou moins de 2½ mois. Les chiffres qui suivent expriment en pourcentage de l'inscription totale le nombre d'élèves ayant fréquenté l'école pendant des périodes déterminées:

Fréquentation	Pourcentage du total des inscrits					
	1917	1918	1919	1920	1921	1922
Moins de 50 jours.....	17	16	21	19.5	15	15
De 50 à 100 ".....	20	16	22	18	14	12
" 100 à 150 ".....	20	21	41	22	19	18
" 151 à 175 ".....	26	28	2	23	30	34
" 176 à 200 ".....	18	17	14	19	19	18
200 jours et plus.....	4	2	—	0.5	2	2

¹Sans double emploi.—Voir page 74.

²Inclus des élèves de la Saskatchewan et de l'Alberta.—Voir page 74 et 130.

³Inclus 138 inscrits plus d'une fois.

⁴Voir note 22, page 74.

Ces chiffres ne donnent malheureusement pas une juste idée de la tendance, à cause des chiffres de 1919 qui sont grandement affectés par l'épidémie d'influenza. Tout de même, il semble bien établi: (1) que le groupe d'élèves fréquentant les classes moins de 50 jours dans l'année maintien sa proportion. Il est probable que ce groupe se compose en majorité de jeunes élèves faisant leurs débuts scolaires à la fin du printemps. Le nombre des inscrits de moins de 7 ans a été de 12,574. (2) Que le groupe de 100 à 150 jours et les groupes de 176 jours ou plus sont restés à peu près stationnaires. En d'autres termes, l'amélioration n'a pas été assez forte pour entamer le groupe de 5 à 7 mois de fréquentation, ni pour augmenter la proportion du groupe qui va à l'école toute l'année.

Plusieurs raisons militent contre une parfaite assiduité scolaire; citons comme exemple en 1921-22, la maladie, qui a été cause que 284 écoles ont été fermées pendant une partie de février. L'amélioration constatée dans les autres groupes peut sans doute s'expliquer par de meilleures conditions économiques, mais il faut aussi y ajouter la force de l'opinion publique qui est de plus en plus favorable à l'instruction, et les lois de scolarité obligatoire, de mieux en mieux obéies. Les statistiques de l'instruction publique de l'an dernier montraient que le chiffre des inscriptions de 1921 était de 5.41 fois celui de 1891, et que le chiffre de la moyenne de fréquentation s'était multiplié par 6.93, alors que le chiffre de la population ne s'était multiplié que par 4. Les chiffres de 1922 sont, pour les inscriptions 5.74, et pour la moyenne de fréquentation, 7.68 fois ceux de 1891. Le tableau 87 montre que la progression n'a guère varié avec les périodes de prospérité ou de dépression. Parmi les facteurs les plus importants qui ont contribué à une meilleure fréquentation scolaire en ces dernières années, comme le faisait remarquer le rapport de l'an dernier, il faut compter: (1) l'organisation des écoles; (2) une efficace propagande dans les familles d'origine étrangère; (3) la centralisation des écoles; (4) l'application des lois d'instruction obligatoire; (5) l'introduction des travaux manuels et des cours d'apprentissage dans les classes d'adolescents. On voit page 92 l'augmentation dans les inscriptions d'enfants de treize ans ou plus. La plus grande assiduité d'élèves du même âge dans les écoles centralisées comparées aux écoles à classe unique (voir pages 99 et 114) montre jusqu'à quel point on peut améliorer la fréquentation en rendant l'école plus attrayante pour les adolescents.

Parmi tous les facteurs mentionnés, les lois d'instruction obligatoire n'occupent pas la dernière place. On peut voir, dans l'introduction, page 179, quelle est la sévérité de ces lois. Il y a maintenant 194 districts qui emploient des surveillants d'assiduité scolaire, soit une augmentation de 24 depuis le dernier rapport. Au cours de l'année, ces surveillants ont fait 17,922 visites aux parents ou tuteurs des enfants.

Age, degré, sexe.—Les derniers renseignements sur ces particularités datent de 1921. On trouvera, pages 98 et 105 la répartition par écoles des villes, grandes écoles à classes multiples, petites écoles à classes multiples, écoles à classe unique, écoles centralisées, et répartition par sexe. Comme dans toutes les autres provinces, l'inégalité numérique des sexes est très prononcée. Le rapport annuel du surintendant des écoles de Winnipeg contient une foule de détails intéressants au point de vue de l'analyse. Outre la répartition par âges et par degrés, il donne: (1) la division par sexes dans les différents degrés; (2) la répartition par sexes et par âges; (3) la fréquentation par périodes; (4) les inscriptions et la fréquentation par mois, montrant les variations périodiques; (5) le coefficient de la fréquentation dans chaque degré; (6) les retraits au cours de l'année de même que la destination des élèves retirés; (7) le nombre de ceux qui sont promus dans chaque degré au cours de l'année. Dans son dernier rapport, il donne les retraits par sexe, par âge et par degré, en chaque mois de l'année. Tous ces renseignements ajoutés aux rapports des médecins inspecteurs, y compris ceux des oculistes, des dentistes et du psychiatre, forment d'année en année un dossier nouveau et d'une très grande importance pour le monde pédagogique. Comme les inscriptions des écoles de Winnipeg atteignent un chiffre de 38,198, ou 28 p.c. du total de toute la province, les conclusions particulières qu'on en peut tirer, peuvent, vu l'importance du groupe, prendre une signification générale aux yeux des spécialistes de l'enseignement et de la pédagogie. En étudiant ces rapports, on constate que, depuis 1915, le nombre d'élèves retirés de l'école a diminué graduellement et d'une manière sensible. Une des plus belles marques de progrès dans les écoles de la ville est la diminution du nombre des élèves retardataires du degré I.

Personnel enseignant.—Le nombre d'instituteurs et institutrices employés au cours de l'année a été de 3,893. Le nombre des instituteurs comparativement à celui des institutrices, semble augmenter rapidement. En 1916, il était de 1 à 5.1; en 1917, 1 à 4.9; en 1920, 1 à 4.2; en 1921, 1 à 3.7; et en 1922, 1 à 3.2. Les instituteurs et institutrices de première et de seconde classes étaient au nombre de 1,871 en 1916, et en 1922, ils étaient au nombre de 2,630, tandis que le nombre des instituteurs de troisième classe allait en diminuant, surtout depuis un an, leur nombre étant tombé de 1,296 en 1921 à 1,183 en 1922. Le nombre d'instituteurs enseignant avec un permis a diminué de 89, ou de 27 p.c. au cours de l'année. Il est bon de noter ici que le diplôme de troisième classe au Manitoba n'est accordé qu'après le degré XI, et que la seule différence entre le diplôme de deuxième classe et celui de troisième classe réside dans la durée de la formation professionnelle. (Voir les conditions auxquelles les diplômes sont décernés dans le pliant, à la page 128). Depuis 1914-15, le département tient un bureau de placement pour instituteurs, et par son intermédiaire, 776 vacances ont été remplies au cours de l'année, ce qui est une augmentation de 385 sur la première année de son existence.

Formation des instituteurs. — Comme on peut le voir, page 137, par le tableau des statistiques des écoles normales, il y avait 790 élèves dans les 5 écoles normales du Manitoba. De ce nombre, 70 se préparaient au diplôme de première classe; 368 à celui de deuxième classe et 352 à celui de troisième classe. Le personnel enseignant se composait de 17 professeurs. Ces écoles avaient à leur disposition pour la pratique de la pédagogie, l'école modèle avec 8 classes, et 4 autres écoles.

Les premières écoles normales du Manitoba ont été établies en 1882; une à St-Boniface, par le Bureau Catholique et une à Winnipeg, par le Bureau Protestant. En 1905, on établissait à Brandon, Portage La Prairie, Manitou et Dauphin, des écoles pour la formation d'instituteurs, mais ne donnant que des diplômes inférieurs. Antérieurement la formation des jeunes instituteurs et institutrices incombait aux inspecteurs. En 1906, une nouvelle école normale était construite à Winnipeg, à laquelle était adjointe une école modèle avec 7 classes, pour l'exercice des futurs maîtres et maîtresses. En 1913, la durée du cours de formation normale a été portée de 11 à 15 semaines. Il y avait aussi un cours complet d'un an pour permettre aux porteurs de certificats de première ou de deuxième classe, sans qualifications professionnelles, de compléter leur cours normal en un seul stage. En 1919, une entente était conclue entre les provinces des prairies par laquelle un certificat académique du degré XI et 33 semaines d'école normale donnaient droit à un diplôme de deuxième classe reconnu dans les trois provinces. En 1920, la législature créait un bureau de médiation pour se prononcer sur tous les conflits et malentendus survenant entre les instituteurs et les bureaux de commissaires. La même année, on abolissait l'honoraire que chaque instituteur avait été tenu de payer au bureau de placement.

Commencée en 1916, l'habitude de certains districts de fournir un logement confortable pour induire les instituteurs à se fixer en permanence dans la province a contribué pour beaucoup à assurer la stabilité des maîtres et maîtresses dans les sections rurales. En 1921, il y en avait 246 fixés dans les districts ruraux; 42 dans les villages et bourgs et 5 dans les villes. En 1910, on a inauguré une série d'excursions d'instituteurs (le mouvement de « la poignée de main à travers les mers » devenu aujourd'hui la « Ligue d'Outre-mer ») et en trois ans, entre six et sept cents instituteurs et institutrices, plus de la moitié étant du Manitoba, ont profité de l'occasion pour se familiariser avec les institutions britanniques.

Enseignement secondaire. — Tel que déjà mentionné, les élèves des degrés secondaires reçoivent leur instruction dans les écoles élémentaires, intermédiaires ou hautes, dans les départements et les instituts collégiaux. Ainsi, des 10,729 élèves dans les degrés secondaires, 1,029 suivaient des écoles élémentaires et 9,700 des écoles secondaires, qui embrassent depuis l'école intermédiaire avec un seul maître disponible pour les matières de haute école, jusqu'à l'institut collégial avec au moins 4 maîtres pour l'enseignement de matières de haute école.

L'organisation de l'enseignement secondaire a commencé en 1882, quand un département collégial a été adjoint aux écoles de Winnipeg. Brandon et Portage la Prairie n'ont pas été lents à emboîter le pas. En 1889, des départements intermédiaires, jouissant d'octrois spéciaux, étaient formés pour la dissémination de l'instruction secondaire dans les centres plus petits. En 1904, des hautes écoles étaient établies dans tous les centres où le bureau local pouvait employer au moins deux instituteurs à l'enseignement exclusivement secondaire. En 1912, on nommait un inspecteur des hautes écoles, la besogne qui lui était dévolue ayant été faite par les commissaires jusqu'à cette date. Jusqu'à 1912, il y avait deux cours distincts de haute école: un qui donnait droit à un diplôme non professionnel d'enseignement, suivi par environ 60 pour cent des élèves, et l'autre conduisant à l'immatriculation universitaire. En 1913, des changements faits au programme permettaient aux élèves de suivre un cours combiné aboutissant à l'immatriculation et au diplôme. Les examens des élèves des hautes écoles étaient faits par le département, et l'université acceptait les certificats du département. En même temps, certaines matières des degrés IX et X étaient rayées du programme d'examen, les notes données aux élèves par leurs maîtres, en ces matières, en tenant lieu. En 1914, la Manitoba Educational Association nommait un comité pour reviser le programme des études secondaires. Ce comité recommanda que la connaissance d'une seule langue étrangère, au lieu de deux, fût reconnue comme suffisante pour l'admission à l'université. En 1919, l'université se conforma à cette recommandation.

Le résultat de ce changement, d'après le rapport de l'inspecteur des écoles secondaires, a été de donner plus de temps pour l'étude des sciences, de l'anglais, de l'histoire et même pour l'unique langue étrangère qui, de ce fait, offre moins de difficultés. En 1918, on fondait, à Stonewall, une haute école junior, couvrant les degrés VII, VIII et IX, ce dernier étant strictement de haute école. En 1920, une deuxième haute école junior était établie à Winnipeg. En 1921-22, il y avait 5 de ces hautes écoles avec 970 élèves inscrits.

Organisation des écoles rurales. — L'organisation scolaire rurale du Manitoba se compose: (1) des écoles ordinaires à classe unique sous le contrôle d'un bureau composé de trois syndics; (2) des écoles de districts municipaux; (3) des écoles de districts fusionnés, et (4) des écoles rurales à classes multiples autres que les écoles centralisées et les écoles de districts municipaux. En 1922, il y avait un district municipal composé de 12 anciens districts, avec 4 écoles à classes multiples et 4 écoles à classe unique. Il y avait en tout 13 classes et 469 élèves, dont 403 dans les écoles à classes multiples; pour le transport des élèves, il y avait en service 32 voitures. Il y avait 106 centralisations résultant de la fusion de 289 districts et portions de 27 autres districts. De ces écoles centralisées, 90 étaient à classes multiples et 16 à classe unique; le nombre des classes était de 340 en tout et celui des élèves, 12,948, dont 12,254 dans les écoles à classes multiples. Le transport des élèves employait 335 voitures. Neuf écoles centralisées employaient une infirmière. Un technicien en agriculture était aussi employé. Les autres écoles à classes multiples étaient au nombre de 134, avec 394 classes et 15,070 élèves en tout. De ces dernières, 6 employaient un dentiste et 55, une infirmière. Onze spécialistes en travaux manuels et sciences ménagères étaient aussi employés. Attachés à ces écoles, il y avait 225 clubs de garçons ou filles. La régularité de la fréquentation scolaire dans les districts municipaux et les districts centralisés suffirait à elle seule à justifier ces organisations, puisque dans les premiers, elle a été de 78.23 pour cent et dans les seconds, de 72.74 pour cent. On peut voir, page 105, comment cette distribution d'âge et de degré se compare avec celle des écoles à classe unique.

La centralisation scolaire dans le Manitoba mérite une mention spéciale parce qu'elle y a depuis longtemps passé la phase expérimentale et a donné les résultats les plus satisfaisants. Ses succès sont encore plus intéressants quand on tient compte des multiples obstacles qu'elle eut à surmonter. Le mouvement a commencé en 1885, alors que le district de Shane s'est fusionné avec Virden et que le district de Dawson s'est uni à celui de Holland. L'expérience semble avoir eu du succès dès le début. En 1912, un fonctionnaire était engagé pour s'occuper d'organisation et surtout de propagande. Comme on l'a vu, la centralisation n'est pas l'unique remède destiné à l'amélioration des conditions dans les écoles rurales. En 1919, le premier surintendant des écoles municipales était nommé à Miniota. Ses fonctions correspondent à celles du surintendant des écoles d'une ville. Ce mouvement n'est pas encore sorti de la phase expérimentale dans Manitoba. Il est en pratique dans la Colombie Britannique depuis 1906.

Enseignement technique. L'enseignement technique (expression impropre employée faute de mieux, pour établir la distinction avec l'enseignement académique) couvre deux champs distincts d'activité, dont les buts sont différents, mais si semblables dans la forme qu'il n'est pas toujours possible d'en tenir des statistiques séparées. Ce sont (1) les travaux manuels et la science ménagère enseignés dans les écoles élémentaires et (2) le commerce, l'agriculture et la mécanique qui sont enseignés dans le but de développer chez les enfants leur future vocation. La ligne de distinction ne dépend pas du caractère de l'école où les cours sont donnés, mais le point de démarcation est probablement à la fin des degrés VI ou VII, où aucune qualification académique n'est exigée pour l'admission à un cours technique. Dans les degrés élémentaires les plus avancés, et dans les hautes écoles ordinaires, on peut considérer les cours techniques comme des cours d'apprentissage, et dans le cas des cours commerciaux, comme étant distinctement professionnels, tandis que dans les écoles du soir et dans les écoles techniques spéciales secondaires de presque toutes les provinces, ils peuvent être considérés comme préparatoires à l'apprentissage, ou absolument d'apprentissage, selon l'âge de l'élève. Dans certaines provinces, tout l'enseignement technique du soir est considéré comme d'apprentissage et de ce fait tombe sous la loi fédérale de l'enseignement technique. Dans la plupart des provinces, les cours d'apprentissage ou de préparation à l'apprentissage, à l'exception des cours d'agriculture, tombent sous cette loi.

Les statistiques de tous les aspects de l'enseignement technique au Manitoba sont données en page 118. A noter en particulier l'item I donnant le travail ordinaire des écoles et l'item 6 donnant les entreprises à l'école ou à domicile.

L'enseignement technique comme préparation à un métier existe depuis longtemps au Manitoba. Dès 1818, on avait commencé de donner des leçons d'agriculture dans une école française ouverte à Pembina, et en 1829, quand Angélique Nolin prit la direction de la première école de filles de la colonie, elle ajouta le maniement du métier à tisser aux choses pratiques qui y étaient déjà enseignées. En 1833, une école expérimentale pour l'enseignement de l'agriculture aux indigènes était fondée à l'endroit appelé aujourd'hui St-Eustache, et en 1833, une deuxième école de ce genre était établie au confluent de la rivière Winnipeg et de la rivière aux Anglais. Une école de tissage, sous la direction de deux maîtresses, fut ouverte en 1828. En 1820, les colons écossais ouvrirent une école où, dès 1822, on enseignait les sciences ménagères, outre les sujets académiques.

En 1901, les écoles élémentaires et intermédiaires de Winnipeg ajoutaient à leur programme régulier, des cours de travaux manuels pour les garçons, et de sciences ménagères pour les filles. Dans l'hiver de 1907, on inaugura les premières classes du soir. En 1910 étaient donnés les contrats pour la construction de deux écoles techniques à Winnipeg. Les instituts collégiaux se sont ainsi transformés en instituts techniques donnant des cours d'apprentissage le soir, et de travaux manuels, et de sciences ménagères aux élèves réguliers de la haute école, le jour. Depuis le commencement du siècle, on a stimulé l'enseignement de l'agriculture dans toutes les écoles et à partir de 1913, on a exigé que tous les instituteurs de deuxième classe suivissent des cours spéciaux au Collège d'Agriculture. Ce collège a été fondé en 1903 et en 1921 il comptait 839 élèves. En 1913, la province a mis à profit l'aide du gouvernement fédéral à l'enseignement agricole. En 1918, il y avait des classes du soir dans 30 centres en dehors des villes. En 1919, la province voulut aussi profiter de la loi fédérale venant en aide à certaines catégories de l'enseignement technique. Cette aide s'appliquait aux cours commerciaux donnés dans les écoles ordinaires, mais n'affectait pas l'enseignement agricole.

Inspection médicale.—Le tableau de la page 120 montre que, en 1921, l'inspection médicale était établie dans 7 centres différents, employant 1 médecin tout le temps; 3 médecins une partie du temps; 1 dentiste tout le temps; 11 dentistes une partie du temps; 54 infirmières et un psychiâtre. Il y avait en existence 19 cliniques dentaires et 2 cliniques d'optique. Le nombre d'élèves examinés a été de 49,407, dont 20,810 avaient besoin d'un traitement, et 6,673 ont été traités.

Classes spéciales.—Sur le nombre d'élèves examinés, les médecins en ont désigné 103 nécessitant un mode spécial d'enseignement, parce qu'ils étaient mentalement anormaux. Les classes spéciales pour anormaux, au nombre de 18, ont eu, en 1921, 360 élèves. Il y avait aussi 3 classes pour retardataires pas nécessairement considérés comme tarés. En vertu d'une entente avec le gouvernement de l'Ontario, les aveugles du Manitoba sont éduqués à Brantford, Ontario, qui en a reçu 49 en 1922. Les jeunes délinquants sont éduqués à l'école industrielle de Portage la Prairie, qui avait 98 pensionnaires en 1922.

L'inspection médicale a été introduite dans les écoles de Winnipeg en 1909, deux médecins y consacrant toutes leurs matinées aidés de trois infirmières. Lors de l'organisation d'un bureau provincial de santé, des arrangements ont été faits entre le département de santé et celui de l'instruction pour conjuguer leur action dans les écoles. Le Bureau de Santé chargea un certain nombre d'infirmières de faire une campagne d'éducation et en 1916, le Bureau de Santé faisait donner par des sommités médicales une série de conférences aux candidats-instituteurs. La même année, le personnel médical du bureau de Winnipeg était porté à 24. En 1917, le bureau de Brandon s'assurait les services d'une infirmière spécialisée venant du Bureau de Santé, pour examiner les enfants, et en même temps, faisait faire l'examen de la vue. Cette même année, le nombre d'infirmières de la Santé Publique était augmenté, et ces dernières visitaient 28 nouveaux centres, examinant 7,500 enfants, chez 40 pour cent desquels elles relevèrent des déficiences de la vue, de l'ouïe, etc. Une clinique dentaire vint s'ajouter au système d'inspection médicale des écoles de Winnipeg, avec un dentiste en chef comme inspecteur, et trois ou quatre dentistes y consacrant la moitié de leur temps. En 1918, 438 districts scolaires en dehors des villes avaient l'inspection médicale comme partie de leur organisation. Le personnel médical de Winnipeg fut réorganisé, avec un département dentaire et des classes sur la dentition dans quatre différents milieux de la ville. Le traitement des dents était gratis pour les nécessiteux. Le nombre des infirmières fut porté à 10. A Brandon, 7,907 enfants furent examinés et 1,143 furent traités par les dentistes, tandis que 2,500 étaient examinés par les infirmières de la Santé Publique. En 1919, la province avait 49 infirmières se consacrant entièrement à ce travail et 43,950 enfants étaient examinés une fois alors que 6,960 étaient soumis à deux examens. Un département de psychose fut adjoint au tribunal des jeunes délinquants et 100 enfants furent examinés. En 1920, on ajoutait au personnel médical des écoles deux oculistes, et un spécialiste en épreuves mentales ou intellectuelles. En 1921, 31,740 enfants furent examinés, ce qui nécessita l'emploi constant de 50 infirmières. A Winnipeg, il y eut 565 examens spéciaux d'élèves retardataires.

En 1914, le département fit une enquête pour s'assurer du nombre d'enfants qui pourraient bénéficier d'une école spéciale pour les anormaux. Une classe préparatoire pour élèves affectés d'une tare physique ou mentale fut ouverte dans une des écoles de Winnipeg. Des classes spéciales pour les enfants de langue étrangère avaient aussi été ouvertes, de même que pour les filles d'un âge déjà assez avancé, mais n'étant pas encore dans les degrés où se donnent ordinairement les cours de science ménagère. En 1918, Brandon organisa des classes de vacances pour les enfants ayant subi des retards par la maladie ou autres bonnes raisons. Brandon organisa des classes séparées où tous les retardataires d'une même école étaient confiés à un seul maître. En juillet 1918, le président du Comité National Canadien de l'Hygiène Mentale fut prié par la «Welfare Commission» du Manitoba, de faire une enquête sur la condition des aliénés et des faibles d'esprit dans la province. Cette enquête fut commencée en octobre, sous l'égide du gouvernement provincial. On peut lire ses conclusions dans le «Canadian Journal of Mental Hygiene», livraison d'avril 1919. Un tribunal pour les enfants faisant l'école buissonnière ou jeunes délinquants de toute sorte fut établi en 1909, de telle sorte que les délits qui étaient autrefois déferés aux tribunaux ordinaires et punis comme s'ils eussent été des crimes, sont maintenant du ressort d'institutions de bienfaisance et traités comme des défaillances ou des faiblesses qu'il convient plutôt de corriger que de punir. En 1910, la province a établi à Portage la Prairie une maison de correction et de discipline. Un département pour les enfants négligés a été établi en 1903. Au nombre des institutions et sociétés de la province s'occupant des enfants délaissés ou indigents de la province, il y avait 4 sociétés d'aide aux enfants, un refuge d'enfants et 4 orphelinats. Entre ses occupations multiples, le service des enfants négligés, procède à la visite des enfants vivant avec des parents adoptifs ou avec des beaux-parents et surveille les petits vendeurs de journaux.

Terrains de jeux.—Comme accessoire de l'inspection médicale et de tout ce qui est fait pour la cause de l'hygiène et de la santé dans les écoles, il convient de mentionner tout spécialement l'œuvre de la nature physique et celle des terrains de jeux. La callisthénie a été adoptée il y a déjà plusieurs années, et comme dans toutes les autres provinces, elle a reçu une vigoureuse impulsion lors de la fondation Strathcona, en 1911. Le mouvement en faveur des terrains de jeux a commencé à Winnipeg en 1907, quand la ville a donné aux enfants le libre accès des parcs scolaires pendant les vacances et leur a fourni des moniteurs de jeux. Ce mouvement en faveur des terrains de jeux va grandissant et le tableau de la page 124 en donne des statistiques complètes pour certaines villes.

Enseignement supérieur.—Le nombre d'étudiants inscrits à l'université de la province, pour l'année, a été de 2,426—1,836 jeunes gens et 590 jeunes filles; aux 5 collèges, 1,634—906 jeunes gens et 728 jeunes filles. On trouvera les détails complets du personnel de l'université aux pages 142 à 147; des collèges, aux pages 148 à 156. A noter, le tableau montrant les différentes classes des collèges de la province.

Ecoles privées.—Le nombre d'élèves inscrits aux écoles privées était de 697—191 garçons et 506 filles. Ces écoles privées, étaient au nombre de 6. Le tableau 116, page 161, donne la classification de ces 697 élèves par degré, âge et sexe. La répartition par lieu de résidence est à la page 157. Le tableau des collèges commerciaux se trouve page 163. Le nombre des élèves dans les 9 collèges ayant fait rapport est de 1,928—845 garçons et 1,083 filles.

Coût des écoles.—L'instruction publique a coûté \$13,564,824 pour l'année. De cette somme, \$1,058,292 a été fourni par le gouvernement et \$12,506,532 par les contribuables, etc.; \$5,016,903 a été payé en traitements au personnel enseignant. La contribution de la province comprend un octroi de \$372,128 à l'université. Les chiffres correspondants de l'année précédente étaient: dépenses totales, \$13,079,205; contribué par le gouvernement, \$822,186; par les contribuables, etc., \$12,257,019; octroi du gouvernement à l'université, \$212,998. Pour détails complets des recettes et dépenses, voir le tableau 93.

SASKATCHEWAN

Population scolaire.—Au cours de l'année scolaire 1921-22, il y a eu dans toutes les institutions d'enseignement de la Saskatchewan 215,453 élèves ou étudiants, dont 183,329 dans les écoles publiques ou séparées (élémentaires ou de continuation); 5,627 dans les hautes écoles ou instituts collégiaux; 2,667 dans les écoles d'agriculture non assimilées aux collèges; 1,779 dans les écoles techniques non assimilées aux collèges; 1,462 dans les écoles normales et autres institutions pour la formation d'instituteurs; 47 dans l'école des sourds à Winnipeg; 27 dans l'école des aveugles à Brantford, Ont.; 1,040 dans les universités, outre les 14,778 suivant des cours d'agriculture par correspondance; 90 dans les collèges; 649 dans les collèges commerciaux privés; 2,514 dans les écoles privées, élémentaires ou secondaires; 1,444 dans les écoles indiennes. Dans les collèges et universités de la province, il y avait 151 étudiants venant des provinces voisines, tandis que 734 étudiants de la province fréquentaient des collèges ou universités dans d'autres parties du pays. L'augmentation sur l'année précédente (1921) n'est pas très prononcée pour deux raisons: il ne s'est écoulé que six mois entre les deux rapports, la statistique de 1921 étant calculée sur l'année civile 1921, et celle de 1922 sur l'année scolaire 1921-22, terminée avec juin 1922. Cela n'empêche pas qu'il y a beaucoup de comparaisons intéressantes entre les statistiques des deux années mises en regard l'une de l'autre, pour chaque type d'école, page 95.

Ecoles élémentaires et secondaires sous le contrôle administratif.—Les 183,941 élèves inscrits dans les écoles élémentaires et secondaires sous le contrôle administratif étaient répartis entre les différents types d'école de la manière suivante: 98,643 dans les écoles rurales à classe unique; 3,618 dans les écoles rurales à classes multiples, autres que les écoles centralisées; 3,817 dans les écoles centralisées; 21,338 dans les écoles des cités; 19,973 dans les écoles des villes; 30,925 dans les écoles des villages; 994 dans les hautes écoles; 4,633 dans les instituts collégiaux. Il y avait 4,522 districts d'écoles élémentaires publiques avec 173,899 élèves et 22 districts d'écoles élémentaires séparées avec 4,409 élèves (voir tableau 2, page 81).

Moyenne de fréquentation.—La moyenne de fréquentation quotidienne en 1922, a été: dans les écoles primaires publiques et séparées, 115,253, et dans les écoles secondaires, 4,469, soit un total de 119,042, comparativement à 117,391 pour l'année civile 1921 et 106,997 pour l'année civile 1920. Ceci donne 64.63 p.c. du total des inscriptions, comparativement à 63.73 en 1921 et 61.4 en 1920. Le changement du terme couvert par la statistique donne une excellente occasion d'étudier la régularité de fréquentation. Comme le faisait remarquer le rapport de l'an dernier, la Saskatchewan a adopté une méthode par laquelle il est possible de mesurer les fluctuations de l'assiduité scolaire mieux que par les moyennes et les pourcentages ordinaires. Cette méthode donne le nombre exact de jours de présence de chaque élève ainsi que le nombre des journées scolaires depuis la date de son entrée jusqu'à celle de sa sortie. Comme on l'a vu pour la province d'Ontario, qui suit aussi cette méthode, le temps perdu par l'élève pendant cette période de fréquentation possible est attribué à l'irrégularité pure et simple, due, soit à une courte maladie, soit aux intempéries, à la négligence, etc. Le temps perdu au cours de toute l'année scolaire ou bien durant la période d'ouverture de l'école est attribuable à toutes les causes, en incluant les entrées en retard, les sorties prématurées, les longues maladies, etc. En basant la moyenne de fréquentation quotidienne sur le nombre de jours pendant lesquels les écoles ont été ouvertes (laissant de côté le temps perdu par la fermeture des écoles) nous avons les résultats suivants pour les écoles publiques et séparées:

$$66.91 \text{ pour } 100 = 100 \times \frac{\text{Somme totale des jours de présence.}}{\text{Somme totale de jours de fréquentation possible, les écoles étant ouvertes.}}$$

$$83.9 \text{ pour } 100 = 100 \times \frac{\text{Somme totale des jours de présence.}}{\text{Total possible des jours de présence pendant que les élèves figuraient au cahier d'inscriptions.}}$$

Le total des jours de présence possible basé sur l'inscription est de 79.7 p.c. du temps pendant lequel les écoles ont été ouvertes.

Cette proportion soustraite de 100 donne 20.3, ce qui est le pourcentage du temps pendant lequel les écoles ont été ouvertes, qui a été perdu par les élèves soit par la rentrée en retard, une sortie prématurée, etc.

Mais (100—66.9) 33.1 du temps pendant lequel les écoles ont été ouvertes a été perdu, pour une raison ou une autre.

La perte de temps par l'irrégularité des enfants fréquentant l'école a donc été de 12.8 pour cent.

Sur cette base, on peut établir entre les différents types d'école la comparaison qui suit:

	Ecoles rurales	Ecoles de village	Ecoles de ville	Ecoles de cité	Total
Pourcentage de la perte de temps quand les écoles étaient ouvertes—toutes causes.....	39.14	31.99	26.22	26	33.1
Pourcentage de la perte de temps par les élèves inscrits.....	14.94	9.77	9.1	11.25	12.8
Pourcentage de la perte de temps par entrées en retard ou sorties prématurées.....	24.20	21.22	17.1	14.75	20.3
Nombre de jours perdus par irrégularité pure et simple.....	28	20	18	22.5	24.
Nombre de jours perdus par entrées en retard ou sorties prématurées.....	45	43	34.5	29.5	38
Moyenne du nombre de jours de classe.....	187.7	204	200	199.9	189.3

Ces chiffres font ressortir quelques points intéressants. On y voit que: (1) le temps perdu par ce qui peut s'appeler irrégularité pure et simple n'atteint pas la moitié de celui perdu par les entrées en retard ou les sorties prématurées. Il n'y a pas de doute que les entrées tardives sont en grande partie celles des jeunes enfants qui font leurs débuts scolaires à la fin du printemps. Le tableau 19 montre qu'en 1921-22, 17,429 des 184,000 élèves et étudiants de la Saskatchewan étaient des enfants de six ans ou moins. (2) Que l'irrégularité est relativement peu considérable dans les villes et villages, mais très prononcée dans les campagnes et les cités. Ceci s'explique facilement.

DEGRÉ, ÂGE ET SEXE.—La répartition par degrés des élèves des écoles élémentaires et secondaires de la Saskatchewan était comme suit:

	Mater- nelle	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Garçons.....	980	25,470	11,696	12,691	12,505	9,218	7,139	4,125	5,344	2,237	1,112	850	220	93,587
Filles.....	997	22,326	10,640	11,823	11,969	8,746	7,064	4,247	6,116	2,884	1,670	1,449	292	90,228
Total.....	1,977	47,796	22,336	24,519	24,474	17,964	14,203	8,372	11,460	5,121	2,782	2,299	512	183,815

LES ÂGES des élèves inscrits pendant l'année civile 1921 offrent la comparaison suivante avec l'année scolaire 1921-22:

	Moins de 5 ans	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21 et plus	Total
1921.....	170	3,827	14,369	21,327	21,733	20,555	19,386	17,948	17,311	16,689	13,514	8,067	4,819	2,673	1,293	592	212	334	184,824
1922.....	130	3,178	14,121	21,877	21,788	20,659	19,872	18,053	17,359	16,283	13,348	7,974	4,464	2,424	1,230	525	223	308	183,815

LES DEUX MÊMES ANNÉES offrent la comparaison suivante au point de vue du degré médian de chaque âge:

	5 ans	%	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1921.....	1.36	1.51	1.78	2.24	3.33	4.17	4.88	5.79	6.5	7.57	8.40	9.07	10.26	11.02	11.33	11.43	11.30
1922.....	1.39	1.49	1.65	2.29	3.01	3.84	4.73	5.51	6.33	7.02	8.48	9.11	10.11	10.7	11.00	11.34	11.33

LE POURCENTAGE de la distribution à un certain âge était comme suit (l'âge de 13 ans a été choisi ici parce que les âges plus bas sont trop affectés par les entrées en retard ou les sorties prématurées).

Proportion, en pourcentage du total, des élèves âgés de 13 ans dans chaque degré.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Degré médian
1921.....	1.8	1.9	5.7	12.6	16.6	19.2	15.5	19.9	5.8	0.9	0.1	-	100	6.5
1922.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	-	-	100	6.33

TABLEAU COMPARATIF des progrès des garçons et des filles de 13 ans en 1922. Les différences entre les degrés sont plus forte que ne l'indiquent les moyennes.

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Grade médian
Garçons.....	185	258	604	1,219	1,611	1,765	1,137	1,248	285	30	4	-	8,346	6.11
Filles.....	221	171	479	998	1,340	1,719	1,259	1,482	324	40	4	-	7,937	6.44

MOYENNE COMPARATIVE de fréquentation entre cités, villes, villages et régions rurales, pour enfants de 13 ans.

	I	II	III	IV	V	VII	VII	VIII	Total	Grade médian
Ecoles rurales.....	241	337	850	1,687	1,987	2,114	1,321	1,262	9,799	5.9
De villages.....	38	44	107	286	432	529	365	571	2,372	6.5
De villes.....	12	29	82	144	302	451	184	360	1,564	6.4
De cités.....	15	19	44	100	230	390	526	285	1,809	6.9

Le relevé de l'âge des commençants, dans les degrés I et VIII, sur 19,081 entrées, donne les pourcentages suivants:

Degré	Moins de 5 ans	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
I.....	18.5	32.2	30.3	10.4	3.4	1.7	1.3	1.0	0.5	0.4	0.4	0.1	.05	.03	.03	100
VIII.....	-	-	-	-	-	0.4	2.3	12.6	2.3	29.5	16.7	6.6	2.8	.07	0.7	100

On trouvera aux pages 95, 100 et 105 les tableaux où ont été puisés les chiffres ci-dessus. Ils offrent un intérêt particulier parce qu'ils donnent l'exacte distribution de tous les élèves (à l'exception d'un petit nombre dont l'âge et le degré ne sont pas spécifiés), par sexe et par type d'école, dans la troisième province canadienne. La comparaison entre les chiffres de l'année civile 1921 et de l'année scolaire 1921-22 a cet avantage particulier de signaler de quelle manière est affectée la distribution quand on passe de l'année civile à l'année scolaire qui se termine aux vacances d'été. Il n'y a pas de doute que l'âge de 13 ans pris comme exemple, a, en 1922 une signification différente de celle qu'il avait en 1921. La plus grande différence viendrait du fait que les élèves se rapportant en juin sont à la fin du terme et du degré, alors que ceux qui sont rapportés en décembre n'ont que quatre mois dans les mêmes degrés. Pour cette raison, il serait plus juste de comparer l'âge de 13 ans en 1922 à l'âge de 12 ans en 1921, et cela donnerait les progrès accomplis par ceux qui étaient à l'âge de 12 ans entre janvier et juin. Une telle comparaison donne les chiffres suivants:

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
1921: Pourcentage du total à l'âge de 12 ans, dans tous les degrés.....	2.7	3.7	9.4	19.5	21.6	20.7	11.6	9.2	1.5	0.1	100
1922: Pourcentage du total à l'âge de 13 ans, dans tous les degrés.....	1.9	2.7	6.7	13.6	18.2	21.4	14.7	16.7	3.7	0.4	100

Personnel enseignant.—Le personnel enseignant de la province, en 1922 se composait de 7,225 personnes, dont 1,970 instituteurs et 5,255 institutrices. Les écoles rurales employaient 1,411 instituteurs et 3,279 institutrices; les écoles de villages et villes 454 instituteurs et 1,879 institutrices, les hautes écoles et instituts collégiaux 105 instituteurs et 97 institutrices. La classification et le traitement du personnel enseignant sont donnés dans le tableau 86, page 132.

En 1920, il y avait 1,047 instituteurs ou institutrices nouvellement diplômés; en 1921, le nombre fut de 1,503. La proportion du nombre d'instituteurs ou institutrices recevant leur formation académique en dehors de la province diminue régulièrement. En 1920, cinquante p.c. des instituteurs et institutrices avaient fait leur haute école et leur école normale dans les autres provinces; en 1921, cette proportion était réduite à 43 p.c. Pour montrer qu'il y a progrès constant dans la classification des instituteurs, on rappelle qu'en 1914, année qui donna les plus beaux résultats au point de vue scolaire, le nombre des diplômes de troisième classe vis-à-vis celui des diplômes de première classe était de 1 à 1.09 et en 1920, de 1 à 1.99. La proportion du nombre d'instituteurs comparativement à celui des institutrices, qui diminuait rapidement à mesure que la province se peuplait et que l'instruction publique se développait, et surtout pendant la guerre, alors qu'il y a eu comme en 1918, 1 instituteur contre 5 institutrices, commence à s'améliorer et en 1920 il y avait 1 instituteur pour 3.6 institutrices et en 1921, 1 contre 3.03.

Formation des instituteurs.—En 1922, 1,462 étudiants se préparaient à l'enseignement; 181 se préparaient au diplôme de première classe; 297 à celui de deuxième classe; 491 à celui de troisième classe; 783 fréquentaient l'école normale pour un diplôme de troisième classe temporaire et 310 suivaient des cours abrégés, d'une durée de deux à six mois. Pour être admis à ces cours il fallait avoir au moins un certificat académique de deuxième année de haute école, et à la fin du cours, les candidats recevaient un certificat de troisième classe, valable pour un an. (Voir les conditions de ces certificats, page 128). Il est probable que ces cours abrégés et ces certificats temporaires ne sont que des mesures provisoires auxquelles on cessera de recourir aussitôt qu'il y aura assez d'instituteurs régulièrement qualifiés pour suffire à tous les besoins. Les deux écoles normales régulières de la province sont à Regina et à Saskatoon. Attachée à chacune d'elles, est une école modèle de huit classes. Toutes les institutions pour la formation à l'enseignement ont, pour la pratique et les démonstrations pédagogiques, 10 écoles avec 8 classes chaque. Au nombre des innovations de l'année dans les écoles normales, signalons un cours d'hygiène scolaire par une infirmière d'expérience. L'importance de cette création pourra mieux se réaliser plus tard, quand elle aura porté ses fruits. Dans presque toutes les provinces nous constatons maintenant que l'hygiène et la salubrité scolaires ont acquis une place privilégiée dans la formation du pédagogue, et qu'un vaste champ est ouvert à ceux qui pourront utiliser cette formation à l'observation psychologique des enfants et à leur faire subir des épreuves mentales. Les conventions d'instituteurs, qui ont été au nombre de 42 depuis 1921, et qui ont réuni 2,055 intéressés, ont aussi une grande importance pédagogique. Un autre facteur important dans la formation du personnel enseignant est le cours d'été de l'université, qui est fréquenté par 129 instituteurs, et qui est de plus en plus suivi chaque année. Voir détails, page 2.

La formation à l'enseignement professionnel dans la Saskatchewan, a débuté en 1889, par l'école Union, à Moosomin. En 1893, une école normale était ouverte à Regina. En 1909, une école modèle, avec 21 élèves-instituteurs, était ouverte à Regina, sous l'égide de l'école normale; dans cette école, on préparait les étrangers de 16 à 20 ans à l'enseignement parmi leurs co-nationaux. En 1912, une deuxième école normale a été ouverte à Saskatoon. En 1917, l'université s'est chargée de l'école d'été pour instituteurs, le département payant le voyage de retour et une partie des autres dépenses des instituteurs, complétant d'une manière satisfaisante, un cours qui doit aboutir au diplôme. En 1918, un bureau de placement a été créé pour tenir en contact les syndics et les instituteurs. En 1919, 735 instituteurs ou institutrices étaient placés par l'intermédiaire de ce bureau. Tel que déjà mentionné, en 1921, une infirmière expérimentée a été ajoutée au personnel enseignant de l'école normale.

Enseignement secondaire.—Les rapports de l'année donne le nombre d'élèves dans les degrés de haute école comme étant de 10,710—4,414 garçons et 6,296 filles. De ce nombre il y avait dans les hautes écoles et les instituts collégiaux, 4,798 élèves—2,032 garçons et 2,766 filles; dans les écoles rurales, 1,037—448 garçons et 589 filles; dans les écoles de villages, 2,578—1,037 garçons et 1,541 filles; dans les écoles de villes, 2,297—897 garçons et 1,400 filles, outre ceux qui suivaient les hautes écoles et les instituts collégiaux. On constate une diminution sur les chiffres de l'année précédente, mais cette rétrogression n'est qu'apparente. Les statistiques de l'année civile précédente comprennent deux groupes d'élèves: (1) ceux qui, ayant débuté en septembre, finissaient en juin de l'année suivante (année statistique); (2) le groupe des élèves commençant en septembre de l'année statistique et devant finir en juin de l'année suivante. Le tableau 44 montre le grand nombre d'élèves des écoles secondaires qui n'appartiennent pas à la province. Fréquemment, ceux-ci changent d'école à chaque mois de septembre, ou pour d'autres raisons, sont comptés deux fois. En somme, le rapport basé sur l'année civile se trouve presque à doubler la population scolaire des institutions secondaires, alors que les rapports basés sur l'année scolaire évitent le double emploi. Les élèves des degrés de haute école, mais ailleurs que dans ces écoles, étaient au nombre de 5,916 en 1922 et de 6,945 en 1921; dans les degrés de haute école et fréquentant les hautes écoles, de 4,798 en 1922 et de 5,807 en 1921.

Un point qu'il est important d'établir clairement pour les étrangers qui liront ce rapport, c'est que les établissements d'enseignement secondaire (hautes écoles et instituts collégiaux) au nombre de 21 avec 202 professeurs—105 hommes et 97 femmes—ne représentent que l'un des aspects de l'enseignement secondaire, mais ne constituent pas un système séparé. Dans la Saskatchewan, comme dans la plupart des autres provinces, il y a continuité absolue entre l'enseignement élémentaire et le secondaire. Les examens d'aptitude exigés par le gouvernement pour l'entrée à la haute école contribuent certainement à diminuer le nombre des écoliers qui passent du degré VIII au degré IX (première année du programme de haute école), mais leur but est uniquement de déterminer si l'élève est assez bien outillé pour bénéficier de l'enseignement secondaire et en même temps lui donner un brevet de capacité après un certain stage scolaire. L'écart causé par ces examens n'est pas dû autant à l'élimination des incapables, qu'à des raisons psychologiques. La fin du degré VIII constitue une étape où souvent un bureau de commissaires et même une province, s'arrêtent dans leur organisation, en même temps que c'est un prétexte pour les élèves qui ne sont pas anxieux de continuer leurs études. On en a la confirmation dans une province qui n'a pas voulu prendre ces examens au sérieux, et qui, de ce fait, compte depuis quelques années autant d'entrées dans le degré IX que dans le degré VIII. Une analyse des résultats de ces examens dans la Saskatchewan (voir page 109) montre qu'en 1920, seulement 22 p.c. des candidats y ont échoué, et en 1921, seulement 19 p.c., proportion très modeste et probablement pas plus forte que le pourcentage de ceux qui ne peuvent monter d'une classe dans les autres degrés élémentaires. Ces mêmes années, le degré VIII avait 10,937 et 12,921 inscriptions et le degré IX, 4,522 et 5,709. C'est-à-dire que la première année d'enseignement secondaire recrute moins de la moitié des élèves de la dernière année d'élémentaire. On verra, page 89 les variations ailleurs. Le nombre d'inscrits du degré VIII en 1920 était de 10,070; 3,411 ont subi l'examen avec succès ou ont été promus par recommandation alors que 1,840 ont échoué, ce qui fait en tout 5,251. Le nombre d'inscriptions dans le degré IX en 1921, a été de 5,709, dont un certain nombre répétaient leur classe, et quelques autres ont été comptés plus d'une fois. De ces chiffres, il résulte clairement que la plus grande partie de ceux qui ont complété leur degré VIII passent à la haute école. Nous restons quand même avec 6,679 élèves du degré VIII dont 1,840 ont échoué, qui n'ont pas été promus. On peut expliquer les 4,819 dont il n'est pas rendu compte de la manière suivante: (1) par les inscriptions en double; (2) par les élèves promus au degré VIII trop tard dans l'année pour se qualifier pour une nouvelle promotion; (3) par les élèves qui abandonnent l'école avant la fin du terme. Cela donne une forte proportion, presque la moitié du total, mais suffit quand même à démontrer que la solution de continuité entre l'instruction primaire et l'instruction secondaire n'est généralement pas causée par les échecs aux examens d'aptitude. Une autre raison qui tend à démontrer que ces examens ne contribuent pas à diminuer le nombre d'inscriptions aux hautes écoles, c'est la pratique reconnue d'admettre dans le degré IX, sans l'examen provincial, les élèves du degré VIII d'une école accréditée, sur recommandation de cette dernière. En 1921, les admissions sur examen ont été au nombre de 3,694 et, sur recommandation, au nombre de 1,284. Cependant, la comparaison de la proportion annuelle des degrés VIII et IX, ou la comparaison entre province, serait tout à fait décevante, parce que ces proportions sont fortement affectées par le coefficient d'augmentation de la population scolaire. Ce coefficient de la Saskatchewan est un des plus forts du Canada, et naturellement l'augmentation commence par les degrés inférieurs, de sorte que la proportion de ces derniers comparativement aux degrés plus avancés serait beaucoup plus grande que dans les provinces dont la population est presque stationnaire.

Bien que les institutions d'enseignement secondaire fournissent des facilités spéciales pour compléter un système d'instruction ininterrompu depuis l'école maternelle jusqu'à la première année d'université, il faut encore rappeler qu'une forte tranche de l'enseignement secondaire est donnée dans des écoles de continuation qui ne portent pas le nom de haute école. On les trouve dans presque tout les villages et les petites villes qui n'ont ni haute école ni institut collégial. Toute école à classes multiples, et même toute école à classe unique, peut donner l'enseignement secondaire si l'instituteur est suffisamment qualifié, et dans les écoles à classes multiples des villages et des petites villes, le principal qui est généralement un gradué d'université, ou qui a un diplôme de première classe, se charge de l'enseignement des matières secondaires. La province encourage ces cours de continuation par un octroi aux écoles élémentaires ayant une classe réservée aux élèves au-dessous du degré VII. Cette libéralité eut pour effet de multiplier l'éclosion d'écoles de continuation, bien dirigées par des principaux gagnant de \$2,000 à \$3,000 par année. Enfin, l'on ne doit pas perdre de vue que les instituts collégiaux eux-mêmes enseignent les matières du degré VIII aussi bien que celles des hautes écoles, ce qui constitue un nouvel annexe entre l'enseignement primaire et le secondaire. En 1922, ces institutions avaient 829 élèves du degré VIII, lesquels ne figurent pas parmi les 4,798 élèves des hautes écoles.

Bien que la Saskatchewan n'ait été érigée en province qu'en 1905, l'organisation de l'enseignement secondaire y a débuté en 1888, et en 1889 on ouvrit à Regina une école appelée «d'union» parce qu'elle donnait le cours élémentaire et le secondaire. Les règlements exigeaient que le principal possédât un diplôme universitaire et que son traitement ne dépassât pas \$1,300 par année. Il ne fut pas question de haute école séparée avant 1907, alors que la législature adopta une loi de l'enseignement secondaire pourvoyant à la création de hautes écoles et d'instituts collégiaux administrés par des commissions de hautes écoles et maintenus par une cotisation spéciale. Les écoles secondaires recevaient un revenu supplémentaire provenant d'une taxe d'un centin par acre, et, en conséquence, les élèves des districts ruraux ne payaient aucune contribution, bien qu'un résident du district pût être appelé à payer jusqu'à une piastre par mois. En 1907, on organisa 6 hautes écoles auxquelles s'inscrivirent 300 élèves. En 1921, un amendement à la loi de l'enseignement secondaire accordait un octroi additionnel aux districts de haute école acceptant les élèves du degré VIII, et accordait pour la rémunération d'un instituteur supplémentaire \$4 par jour; tous les autres instituteurs du degré VIII devaient être payés suivant les prévisions générales de la loi des subventions aux écoles. La loi exigeait la présence quotidienne de 35 élèves en moyenne dans le degré VIII pour justifier l'octroi supplémentaire.

En fait, le degré VIII formait déjà depuis quelques années, partie du cours de quelques instituts collégiaux. Il a déjà été mentionné que l'amendement de 1921 accordait des octrois spéciaux aux écoles élémentaires ayant une classe réservée aux élèves au-dessus du degré VII. Les progrès de l'instruction publique dans les provinces de l'ouest ont été remarquablement logiques et constants et se sont merveilleusement adaptés aux nécessités locales; successivement, les buts suivants ont été poursuivis et atteints: (1) insistance sur l'enseignement élémentaire afin d'éliminer complètement les illettrés; (à ce sujet on peut considérer que les hautes écoles, les écoles normales, etc., ne tendaient qu'à recruter et préparer des sujets pour l'enseignement); ensuite (2) l'élévation du niveau en superposant l'instruction secondaire à la primaire (et cela surtout par les classes de continuation, dès les débuts de la Saskatchewan, en dépit de l'existence d'instituts collégiaux et de hautes écoles) et (3) la reconnaissance des besoins des élèves les plus âgés des écoles élémentaires qui sont forcés de discontinuer leurs classes sans avoir bénéficié de l'instruction secondaire. On enseigne dans le degré VIII des hautes écoles et des instituts collégiaux, plusieurs matières qui sont ordinairement considérées comme de rang secondaire.

Organisation des écoles rurales.—En 1920, il fut organisé dix grands districts scolaires centralisés, dont deux furent démembrés en 1921, trois districts nouveaux étant formés. Cela faisait un total de 39 à la fin de 1921. En 1922, il y avait donc 39 districts avec écoles centralisées, dont 36 avec des écoles à classes multiples et 3 avec des écoles à classe unique. Il y avait en tout 108 classes et 3,936 élèves, dont 3,833 dans les écoles à classes multiples. La moyenne de fréquentation quotidienne a été de 2,765.45, soit plus de 70 p.c. du total des inscriptions. Le transport des élèves employait 189 omnibus du gouvernement et 49 autres voitures. Environ 25 écoles avaient des jardins cultivés et 5 clubs de garçons et filles étaient en existence. La centralisation scolaire est ici d'un type différent des autres provinces. Quelques écoles centrales sont des écoles de grands districts au lieu d'être le fusionnement de plusieurs petits districts. La superficie des districts varie de 38½ à 76 milles carrés. Outre ces écoles centralisées, on comptait 46 écoles rurales à classes multiples ayant en tout 99 classes et 3,618 élèves, avec une moyenne de fréquentation quotidienne de 2,130, proportion un peu inférieure à celle des districts centralisés où les élèves sont transportés. Ainsi, on remarque que 53 p.c. de la population scolaire de la Saskatchewan est dans les écoles rurales à classe unique. En 1922, les écoles rurales comptaient 106,072 élèves, avec 4,690 instituteurs et 3,279 institutrices. La moyenne de fréquentation quotidienne a été de 63,819, ou 60 p.c. de l'inscription, comparativement à 67 p.c. dans les écoles de villages, 74 p.c. dans les écoles de villes, 73 p.c. dans les cités et 72 p.c. dans les écoles centralisées. Les autres aspects de l'instruction rurale peuvent être mieux analysés en discutant l'enseignement agricole, spécialement dans la dissection des tableaux 68 à 71, pages 116 à 119.

La centralisation scolaire dans la Saskatchewan date de 1913, quand la législature adopta une loi autorisant la création de grands districts d'une superficie minimum de 36 et maximum de 50 milles carrés, et le fusionnement de tous les petits districts existant dans ce territoire. Le gouvernement donnait une subvention égale au tiers du coût du transport des élèves. Cette même année, neuf grands districts étaient organisés. En 1914, la législature tenta un effort pour procurer les bienfaits de l'instruction avec fréquentation régulière aux enfants des districts dont la population n'était pas assez dense pour donner droit aux subventions régulières complètes. Cette loi autorisait l'organisation d'un district scolaire là où il y avait de 4 à 10 enfants d'âge scolaire, lequel devait pourvoir à leur transport jusqu'aux districts voisins où existaient des écoles avec lesquelles des arrangements pouvaient être faits pour l'enseignement, ce qui permettait à ces nouveaux districts de bénéficier de la subvention pour transport aux écoles centralisées.

En 1915, il devint obligatoire pour les enfants des districts trop peu peuplés pour avoir une école, de se faire transporter aux écoles des districts voisins.

Enseignement technique.—Comme pour le Manitoba, l'enseignement dit technique dans la Saskatchewan couvre d'abord les classes d'apprentissage, de préparation à l'apprentissage, l'enseignement agricole et les travaux manuels des écoles élémentaires. En 1921, la Saskatchewan avait quatre institutions avec 808 élèves et 6 professeurs où s'enseignaient les travaux manuels;

3 avec des cours de sciences ménagères, de pair avec le cours ordinaire, ayant 1,042 élèves et 14 institutrices. Outre ces cours, et en dehors des hautes écoles et des instituts collégiaux, il y avait comme écoles spécialement techniques, trois institutions donnant des cours industriels; 2 donnant des cours de sciences ménagères; 3 donnant des cours commerciaux, et une école du soir dont la spécialité n'est pas mentionnée. Ces institutions comptaient respectivement 34, 5, 15 et 6 professeurs et 480,102, 232 et 80 élèves. Les universités et collèges ont donné les cours abrégés suivants: 4 classes d'agriculture avec 10 professeurs et 235 élèves et des classes locales avec 11 professeurs ambulants et 14,778 élèves; 194 conférences sur les sciences ménagères et 2 cours commerciaux suivis par 9 élèves. Les cours techniques réguliers dans les degrés universitaires, et donnés par l'université, les collèges techniques ou les collèges d'agriculture embrassaient des cours d'agriculture suivis par 155 élèves; des cours industriels suivis par 454 étudiants; d'économie domestique avec 2 élèves; de commerce avec 27 élèves. Attachés aux écoles et aux études à domicile, il y avait 100 jardins scolaires cultivés par 10,000 élèves, et 1,500 jardins particuliers cultivés par 2,500 élèves. Le nombre de clubs de garçons et filles était de 54, avec comme membres, 1,330 garçons et 1,207 filles. Au cours de l'année, il y a eu 206 expositions scolaires auxquelles 30,570 élèves ont participé. (Voir tableau 68, page 116).

L'enseignement de l'agriculture est sous le contrôle du directeur de la section d'agriculture scolaire du département de l'Instruction Publique. Ses attributions s'étendent, entre autres choses, sur (1) les associations des écoles rurales; (2) les expositions scolaires; (3) les clubs de garçons et filles; (4) les trains de démonstration agricole; (5) la formation des instituteurs pour l'enseignement de l'agriculture; (6) les conférences avec projections lumineuses, et (7) les circulaires. L'Association d'Education Rurale peut être considérée comme l'organisation mère dont dépendent toutes les activités ci-dessus énumérées. Chaque organisation est sous le contrôle d'un bureau d'administrateurs composé des dirigeants de l'Association et de représentants des écoles associées et des organisations affiliées. Le bureau comporte un président, un secrétaire-trésorier, 4 vice-présidents occupant chacun un des postes suivants: (1) président de la section des expositions scolaires; (2) président de la section des clubs de garçons et filles; (3) président de la section des jeux et de l'athlétisme, et (4) président de la section des œuvres sociales. Le nombre total des organisations affiliées ou associées en 1921, était de 186, comparativement à 153 en 1920, et 118, 83, 57 et 38 respectivement pour chacune des années antérieures. Pour l'année 1921, l'Association a à son crédit: 160 expositions scolaires; deux expositions à des comices agricoles; 2 autres expositions scolaires; 48 clubs de garçons et filles; 6 conférences avec projections à la lanterne-magique; et 4 journées sportives. Le nombre d'expositions scolaires et de clubs de garçons et filles organisées au cours de l'année 1922 a déjà été donné. Les clubs se sont occupés d'élever des veaux, des pores, des moutons, des poulaillers et des volailles; de faire des jardins, de mettre des fruits et légumes en conserve; d'apprécier le bétail et d'apprendre à le juger dans les concours, sans compter différents travaux manuels, couture, etc. La section des fils de cultivateurs a suivi un programme spécial comprenant un cours abrégé préparatoire sur la plantation des arbres. Un train de démonstration agricole parcourt la ligne du Canadian National; en 1921, il s'est arrêté à 65 endroits différents et on a compté un total de 11,224 écoliers ou écolières parmi les visiteurs. Une série de conférences sur l'enseignement de l'agriculture à l'école est donnée à différents endroits et à l'école normale, pour la formation des instituteurs et institutrices. Il existe un dépôt de plaques et pellicules pour lanternes magiques, qui, en 1921, fournissait son matériel à 93 organisations, et qui a servi dans 432 conférences données devant 17,108 enfants et 12,479 adultes. A cette fin, il a été organisé huit circuits de chacun quatre points d'arrêt ou plus.

La section des sciences ménagères du département de l'Instruction Publique a à son actif trois innovations au cours de l'année: des classes d'apprentissage du soir; la fabrication domestique des conserves alimentaires et des cours culinaires ou de nutrition dans les écoles élémentaires. Les classes du soir, au nombre de 28, ont été ouvertes dans 4 centres et les leçons des 20 professeurs ont été suivies par 348 élèves. Aux clubs de garçons et filles, on a enseigné à mettre en conserve des fruits, légumes et viandes. Les cours de nutrition, branche des sciences ménagères, consistaient en instructions sur les moyens de déterminer si le développement physique d'un enfant est normal, et comment atteindre le type le plus voisin de la perfection par une alimentation appropriée, etc. Les chefs de la section des sciences ménagères passent une partie de l'été à visiter les écoles rurales, s'occupent des expositions scolaires, des conventions et des cours abrégés. Ces cours sont donnés par des professeurs ambulants. En 1919, il était donné 15 de ces cours; en 1920, leur nombre était de 24 et en 1921; 27. Le nombre des élèves était de 3,611 en 1921. Des cours de pédagogie sont donnés aux écoles normales et un cours d'un an est donné à l'université pour la formation des instituteurs ambulants. L'école d'été pour instituteurs, ouverte en juillet par l'université, a un objet identique.

L'enseignement de l'agriculture a commencé en 1909, lors de la première exposition scolaire, et dès l'année suivante, le mouvement s'était propagé dans toute la province. En 1914, il fut résolu de nommer un directeur de l'agriculture scolaire, des sciences ménagères et de pédagogie agricole aux écoles normales, et de créer des cours de continuation par les directeurs des instituts, et des cours abrégés d'agriculture et de sciences ménagères à l'université, aux écoles normales, etc. En 1915, un comité de l'instruction agricole était chargé d'éclairer la section agricole du département de l'instruction publique sur le programme à suivre, et en 1916, les cours d'agriculture des écoles élémentaires et secondaires étaient révisés. L'Association d'Education Rurale, fondée en 1915, commença ses travaux en 1916, année de l'apparition des premiers clubs de garçons et filles. En 1917, l'université commençait un certain nombre de cours abrégés devant faciliter l'obtention des diplômés universitaires, et prenait le contrôle de l'école d'été pour instituteurs, le département payant la moitié du chemin de fer et une partie des dépenses des instituteurs qui complétaient d'une manière satisfaisante un cours donnant droit à un diplôme.

On peut voir ci-dessous quel progrès ont fait ces diverses organisations depuis leur fondation:

Année	Associations d'éducation en activité à la fin de l'année	Expositions scolaires	Membres de clubs	Cours abrégés, fréquentation
1914.....	-	14	-	-
1915.....	-	42	-	-
1916.....	38	84	fondation	-
1917.....	57	129	-	-
1918.....	83	175	-	-
1919.....	118	207	-	1,457
1920.....	153	260	1,304	2,919
1921.....	186	280	6,217	3,611
1922.....	-	206	2,537	15,013

Par la loi de l'Instruction Technique, adoptée en 1919, la législature définissait tout un programme pour la formation des adolescents et des adultes. La direction et l'administration des écoles techniques furent placées entre les mains d'un comité de dix membres dont 3 devaient représenter les patrons, et 3 les ouvriers de la localité.

Inspection médicale.—Au cours de l'année, la province a organisé son propre système d'inspection médicale dans les écoles rurales, les villages, les villes et 16 localités centrales, employant un médecin une partie du temps; deux dentistes à titre permanent; un personnel provincial de 12 infirmières permanentes; un personnel local de 8 infirmières permanentes et 1 infirmière travaillant une partie du temps. Le personnel provincial a examiné 45,271 élèves, et le personnel local, 16,913, soit en tout, 62,184. De ce nombre 43,222 nécessitaient des soins, et 13,221 ont été traités par les membres de l'un ou l'autre personnel.

Classes spéciales.—Jusqu'à présent, la province compte une classe spéciale pour les tarés et une classe pour les retardataires qui ne sont pas nécessairement des anormaux. Cette dernière classe avait 20 élèves l'an dernier (voir tableau, page 120).

Les sourds de la Saskatchewan sont éduqués aux dépens de la province dans l'institution des sourds-muets de Winnipeg; les aveugles sont envoyés à Brantford, Ont. En 1922, la province avait de ce fait comme pupilles, 47 sourds et 27 aveugles.

En 1914, des mesures furent prises pour ouvrir une école de sourds à Regina, pour l'éducation de ceux de la province qui, jusqu'alors, étaient envoyés à Winnipeg, le gouvernement payant une redevance fixe, par tête, à celui du Manitoba. Cette école, ouverte en 1915 fut fermée en 1916, et depuis cette date, les sourds sont envoyés à Winnipeg comme précédemment. En 1917 un directeur de l'hygiène scolaire a été nommé en la personne d'une dame qui avait été employée depuis quelques années dans le service sanitaire des écoles de Regina. Le tableau qui suit donne une idée des services rendus par cette section du service, depuis sa création:

	1917	1918	1919	1920	1921
Nombre d'écoles inspectées.....	-	221	548	1,121	1,199
Nombre d'élèves examinés.....	21,561	3,855	14,926	33,831	38,826
Nombre d'élèves recevant traitement médical.....	2,100	-	-	2,449	3,177
Nombre d'élèves recevant traitement dentaire.....	-	-	-	2,947	5,629
Nombre d'élèves traités.....	-	-	2,295	5,396	9,806
Visites à domicile.....	4,295	75	325	625	-

Il faut noter comme formant partie de l'ensemble, trois autres œuvres, dont deux ont déjà été mentionnées: (1) les déjeuners chauds servis dans les écoles rurales; (2) les classes culinaires dans la section des sciences ménagères et (3) les cours d'hygiène scolaire donnés aux élèves-inspecteurs des écoles normales. Les classes d'hygiène et de nutrition datant de 1921. Leur importance ne peut être appréciée que par les autorités médicales, mais les résultats qu'on a le droit d'en attendre ont beaucoup de prix aux yeux de tous les éducateurs. Il est aussi intéressant de constater que toutes les différentes sections du département se donnent la main pour la protection de la santé des élèves. La section de l'hygiène scolaire ne se limite pas à l'inspection médicale des enfants, mais procède également à l'examen des écoles et des terrains scolaires, au point de vue sanitaire.

Enseignement supérieur.—Les inscriptions à l'université provinciale, au cours de l'année, ont été au nombre de 1,040—656 étudiants et 384 étudiantes; aux collèges, 90—86 étudiants et 4 étudiantes. Les statistiques complètes du personnel enseignant universitaire sont données dans le tableau 94; celles des collèges, dans le tableau 99. Nous appelons l'attention sur le tableau montrant les diverses classes de collèges existant dans les différentes provinces.

Écoles privées.—Le nombre d'élèves inscrits aux écoles privées élémentaires ou secondaires était de 2,514—1,100 garçons et 1,414 filles. Ces écoles privées étaient au nombre de 39. On verra, page 162, la classification de 2,433 de ces élèves par degré, âge et sexe. Le tableau 108, page 157 donne la répartition de ces élèves suivant le lieu de résidence. Les tableaux consacrés aux collèges commerciaux se trouvent à la page 163. Le nombre d'élèves dans les collèges commerciaux ayant fait rapport était de 649.

ALBERTA

Population scolaire.—Au cours de l'année scolaire 1921-22, le nombre d'inscriptions à toutes les institutions d'enseignement de l'Alberta a atteint 155,699, dont 142,902 dans les écoles ordinaires du jour (écoles élémentaires ou secondaires sous le contrôle administratif); 3,202 dans les écoles d'apprentissage; 760 dans les écoles normales; 964 dans les collèges; 1,285 dans les universités; 546 dans les écoles d'été pour instituteurs, outre ceux qui suivaient à l'université les cours abrégés pour instituteurs; 29 dans l'école des sourds à Winnipeg et 2 dans l'école des sourds à Montréal; 11 dans l'école des aveugles à Brantford, Ont., et 2 dans l'école des aveugles à Montréal; 2,304 dans les collèges commerciaux privés; 2,489 dans les écoles privées secondaires et élémentaires; et 1,203 dans les écoles indiennes. Les écoles d'agriculture sur lesquelles il a été impossible d'avoir des statistiques, ne sont pas incluses dans l'item des écoles d'apprentissage.

Le grand total des mêmes institutions, l'année précédente, était de 148,127.

Écoles élémentaires et secondaires.—Les 142,902 élèves des écoles élémentaires et secondaires étaient logés dans 2,861 écoles ayant en tout 4,485 classes. De ce total, 57 cités et villes fournissaient 53,330 élèves, dont 4,284 dans 10 écoles séparées; 23,310 appartenaient à d'autres écoles à classes multiples. Les 273 écoles à classes multiples comptaient 1,897 classes; les 2,588 écoles à classe unique avaient 66,211 élèves. Parmi les élèves des écoles à classes multiples, 6,571 appartenaient aux 166 classes de 68 écoles centralisées; 4,055 à 115 classes de 50 écoles rurales à classes multiples et non fusionnées. Le rapport statistique de 1921 faisait remarquer que la gent écolière d'alors était 5.59 fois celle de 1905; en 1922, elle l'était 5.89 fois.

Moyenne de fréquentation quotidienne.—La moyenne de fréquentation quotidienne dans ces écoles a été de 100,515 comparativement à 82,416 pour l'année civile 1920. La moyenne de fréquentation de 1920 était 6.16 fois celle de 1905, et celle de 1922, 7.51 fois. Depuis quelques années la province tient des registres précis de l'assiduité des élèves, dont les constatations sont reproduites au tableau 8. On y verra que les élèves les moins assidus, ceux dont la présence se limite à moins de 20 jours, ou de 20 à 50 jours par année, vont en diminuant, alors que ceux qui fréquentent l'école 150 jours ou plus, ou environ 7½ mois, vont en augmentant.

L'application de la scolarité obligatoire dans les cités et villes est laissée aux autorités locales, qui nomment des agents spéciaux. Au cours de l'année, le département a adopté de nouvelles formules pour les rapports de ces agents. Le but de cette innovation était d'obtenir une idée plus précise de la cause des absences, et pour cette raison les instituteurs étaient requis de faire rapport de toutes les absences d'une demi-journée. Le résultat en a été très satisfaisant dans les petits centres. Le nombre de certificats ou permis d'absence pour le travail, dans les centres et les villes, a été de 398. Intimement liée à la section de la compulsion scolaire, l'œuvre du bien-être de l'enfance s'occupe surtout des enfants négligés et des anormaux. La coopération de ce département est d'un grand service aux agents de la scolarité obligatoire.

Le tableau 8 montre, grâce aux différents services qui y coopèrent et la volonté publique qui l'appuie, que la sanction de l'instruction obligatoire n'est pas un vain mot. La fréquentation moyenne de 1922, qui dépasse 70 pour cent, se compare avantageusement avec celle des autres provinces en 1921, à l'exception de la Colombie-Britannique et de Québec; mais jusqu'à 1910, Québec a été la seule province à atteindre ou dépasser ce pourcentage. Cette proportion elle-même est plutôt une indication qu'un terme propre de comparaison. On a cependant une bonne base de comparaison dans les rapports du ministère montrant non seulement les jours de fréquentation par périodes, mais aussi les rapports entre la fréquentation possible et la fréquentation réelle. Il est évident que dans cette province, tout comme dans l'Ontario et la Saskatchewan, le temps perdu par irrégularité pure et simple n'atteint pas la moitié du temps perdu par les entrées tardives ou les sorties prématurées.

L'historique des efforts accomplis pour améliorer la fréquentation de l'école comporte nécessairement ce qui a trait aux travaux manuels et aux lois rendant l'école obligatoire. Mais il ne faut pas méconnaître les heureux effets de certains autres facteurs puissants, tels que l'amélioration des facilités de transport, les transformations rendant l'école plus attrayante et l'éveil de l'opinion publique, de plus en plus pénétrée de la nécessité de l'instruction. Mais il n'existe pas de statistiques sur ces données-là. A ce sujet on trouvera un peu plus loin quelques notes sur les travaux manuels, etc. Les lois de fréquentation obligatoire devinrent effectives en 1913, date à laquelle le département de l'instruction publique en assumait l'application qui, jusqu'alors, avait été laissée aux soins du surintendant des enfants négligés, et un surveillant fut nommé. Jusqu'en 1913, les syndicats d'école n'étaient pas tenus de garder ouvertes plus de 120 jours par année les écoles n'ayant pas plus de 2 enfants, et pouvaient même laisser fermées celles ne comptant pas plus de 10 enfants. Il leur fut interdit de fermer une école sans une permission du ministre. En 1918 la limite de l'âge scolaire obligatoire était portée de 14 à 15 ans. le

Degrés, âge et sexe.—Les élèves des écoles générales étaient ainsi répartis dans les différentes classes degré I, 31,434; II, 16,171; III, 16,066; IV, 14,154; V, 12,031; VI, 10,922; VII, 8,416; VIII, 7,625; IX, 3,522; X, 2,236; XI, 1,371; XII, 380. Total, 142,092. On peut constater par le tableau ci-dessous que depuis 1912, année de l'adoption du système des douze degrés, les échelons supérieurs se sont peuplés beaucoup plus rapidement que les degrés inférieurs.

Année	Pourcentage de la totalité des élèves inscrits dans chaque degré		
	Premier degré	Degrés IX à XII	Degrés VII à XII
1912—année civile.....	32.24	3.92	14.65
1913 ".....	32.08	4.09	14.50
1914 ".....	29.86	4.44	15.15
1915 ".....	25.54	5.38	17.19
1916 ".....	25.14	5.81	18.03
1917 ".....	24.87	5.62	18.45
1918 ".....	25.41	6.22	19.42
1919 ".....	26.05	6.52	20.39
1920 ".....	24.93	6.74	21.31
1921—(6 mois—janvier à juin).....	25.24	6.04	18.94
1922—année scolaire, du 1er juillet au 30 juin.....	22.81	7.53	21.26

La distribution par âge, en 1915, 1921 et 1922, était comme suit

	5 ans	6 ans	7 ans	8 ans	9 ans	10 ans	11 ans
1915.....	710	7,341	10,262	10,138	9,685	9,605	9,011
1921.....	1,303	8,830	13,575	14,120	14,040	13,647	12,322
1922.....	1,049	9,412	15,835	16,211	15,654	14,592	13,987
	12 ans	13 ans	14 ans	15 ans	16 ans	17 ans	18 ans
1915.....	8,410	6,611	5,527	3,750	2,102	1,095	509
1921.....	12,088	11,248	9,691	6,615	3,513	1,833	835
1922.....	13,360	12,478	11,743	8,999	5,043	2,562	1,091
				19 ans	20 ans	21 ans	Total
1915.....				156	78	61	86,051
1916.....				668	—	—	124,328
1922.....				429	181	240	142,902

A noter que la proportion des élèves au-dessus de 14 ans en 1922 et en 1915—24 p.c. au lieu de 15 p.c. Aussi, qu'en 1922, il n'y a pas de diminution appréciable entre 13 et 14 ans, tandis qu'en 1915, la décroissance était près de 30 p.c.

Le tableau suivant indique le degré dans lequel se trouvaient les enfants de 15 ans, qui ont abandonné l'école.

Année	Degrés						
	I	II	III	IV	V	VI	VII
1919.....	2.20	2.30	2.20	4.80	7.70	12.90	29.10
1920.....	0.91	1.21	2.06	4.23	7.04	13.20	17.10
1921.....	1.12	1.05	3.92	6.09	9.91	16.84	19.16
1922.....	1.14	1.61	3.59	7.02	11.28	16.52	19.29
Année	Degrés						Total
	VIII	IX	X	XI	XII		
1919.....	24.60	8.40	3.10	2.00	0.40	100	
1920.....	29.98	12.14	5.92	3.41	2.80	100	
1921.....	33.55	6.65	1.47	0.24	0.00	100	
1922.....	29.79	6.59	2.34	0.81	0.02	100	

En 1922, la répartition par degrés et par sexes s'établissait ainsi

	I	II	III	IV	V	VI	VII
Garçons.....	108	149	408	734	1,158	1,608	1,403
Filles.....	95	118	314	566	916	1,427	1,427
Totaux.....	203	267	723	1,300	2,074	3,035	2,830

	VIII	IX	X	XI	XII	Total
Garçons.....	837	140	24	3	—	6,573
Filles.....	847	176	18	1	—	5,905
Totaux.....	1,684	316	42	4	—	12,478

La rapidité des progrès relatifs des filles et des garçons peut facilement se mesurer en prenant tous les élèves de l'un et de l'autre sexe, à un âge déterminé—dans ce cas l'âge de 13 ans— et en cherchant dans quels degrés ils sont tous. Cette opération recèle des différences qui ne seraient pas visibles dans une moyenne générale. Le degré médian de chaque âge est ajouté, plus pour montrer le peu de différence dans les résultats définitifs, et comme quoi cette différence est compensée par le contrepois d'autres considérations agissant dans un sens opposé et qui en elles-mêmes ont leur importance. Il est clair que 39 p.c. des garçons de 13 ans sont dans les degrés inférieurs au VI, alors qu'il n'y a que 34 p.c. des filles dans le même cas; que seulement 36·5 des garçons sont au-dessus du degré VI tandis que 41·7 des filles le dépassent, et qu'en général les filles de cet âge sont d'au moins une promotion en avant des garçons.

Répartition comparative, par degrés, des garçons et des filles à l'âge de 13 ans:

Degrés	Ecole maternelle	I	II	III	IV	V	VI
Garçons.....	0·08	1·6	2·3	6·2	11·2	17·6	24·5
Filles.....	0·14	1·5	2·0	5·4	9·6	15·5	24·2

Degrés	VII	VIII	IX	X	XI	Médian
Garçons.....	21·3	12·7	2·1	0·4	0·5	6·45
Filles.....	24·2	14·3	2·19	0·3	0·01	6·66

Un programme révisé des études, est maintenant à l'essai tant dans les écoles élémentaires que secondaires, exactement basé sur cette situation. Ce nouveau programme élémentaire a été dressé en 1921-22 et soumis à de nombreuses observations par des instituteurs qui l'ont longuement discuté lors de la convention de l'association d'éducation, dans la semaine de Pâques 1923. Un projet de révision du programme d'enseignement des hautes écoles est actuellement à l'étude.

Personnel enseignant.—En 1922, le personnel enseignant des écoles élémentaires et secondaires se composait de 5,787 personnes—1,438 instituteurs et 4,359 institutrices—dont 1,290 avaient des diplômes de première classe; 3,204, de deuxième classe; 592, de troisième classe; 471 avaient des permis; 91 possédaient des certificats des autres provinces et faisaient un stage de probation et 139 détenaient des diplômes de spécialité, comme les travaux manuels, les sciences ménagères, etc.

Le grand nombre d'élèves des écoles normales, (près de 1,000) est une indication que la province va bientôt pouvoir se suffire à elle-même dans le recrutement d'instituteurs et institutrices qualifiés. En 1921-22, 78 p.c. des instituteurs possédaient un diplôme de première ou de deuxième classe. La proportion des instituteurs aux institutrices (1 à 3) montre une légère amélioration sur les deniers cinq ou six ans, mais c'est encore loin des conditions d'avant-guerre alors qu'il y avait un instituteur pour chaque 2 institutrices. En 1918, cette proportion était tombée à un à quatre. Comme les districts tendent de plus en plus à fournir un logement à l'instituteur, il n'y a pas de doute que les hommes se sentiront plus enclins à accepter des engagements dans les sections rurales.

Formation des instituteurs.—En 1922, le nombre des candidats-instituteurs était de 760—218 jeunes gens et 542 jeunes filles—fréquentant les écoles normales de Calgary, Camrose et Edmonton. De ces élèves, 147—47 jeunes gens et 100 jeunes filles—se préparaient à un diplôme académique; 378—90 jeunes gens et 288 jeunes filles—à un diplôme de deuxième classe. Leurs professeurs étaient au nombre de 22—13 hommes et 9 femmes—entièrement consacrés à cet enseignement. Les écoles modèles attachées aux écoles normales avaient 31 instituteurs. Deux de ces écoles modèles avaient 8 classes, et une en avait 9. D'autres écoles pour les démonstrations et les pratiques de pédagogie y étaient annexées.

La première école normale de la province a été ouverte à Calgary en 1905, ayant à sa disposition une école modèle de 8 classes. Comme le recrutement des instituteurs devenait de plus en plus difficile, on résolut en 1908, d'admettre les instituteurs britanniques à enseigner dans l'Alberta, les autorités du Royaume-Uni devant être appelées à fournir des indications sur le mérite et les aptitudes des candidats. Une deuxième école normale fut ouverte à Camrose en 1912. En 1913 fut ouverte une école d'anglais pour les étrangers afin de former ces derniers à l'enseignement parmi leurs co-nationaux. Par arrangement entre les trois provinces des prairies, il fut convenu qu'un instituteur ayant un certificat du degré XI, plus 33 semaines de formation professionnelle serait reconnu comme instituteur de deuxième classe. En 1913 fut ouverte une école d'été destinée spécialement à donner aux instituteurs un cours élémentaire en agriculture. En 1919, la province inaugura un système de prêts pour couvrir les dépenses des élèves des écoles normales. En même temps, le minimum des qualifications pour enseigner dans la province était fixé à un certificat du degré XI et 8 mois d'école normale, ces prêts devant évidemment faciliter un relèvement du niveau de capacité du personnel enseignant. En 1919, on commença à s'occuper du logement des instituteurs. Chaque district construisant une telle résidence, ne coûtant pas moins de \$1,000, convenablement meublée, avec un terrain de 5 acres, avait droit à un octroi égal au tiers du coût total. En 1918, la législation fixait à \$840 par année le traitement minimum des instituteurs des écoles à classe unique. La troisième école normale fut ouverte à Edmonton en 1920; elle reçut 110 élèves étant déjà dans le degré XI, à leur début. En 1922, elle comptait 159 élèves, dont 29 se préparaient au diplôme académique et 33 au diplôme de première classe.

Ecoles d'été pour instituteurs.—Dans l'été de 1922, cette école eut plus d'élèves que jamais, 620 ont été admis sur 721 postulants, soit une augmentation de 153 sur les admissions de l'année précédente. De ce nombre, 100 suivaient un cours universitaire; 15 se préparaient au diplôme académique et 29 au diplôme de première classe.

Associations d'instituteurs et de commissaires, et conventions.—L'importance toujours plus grande de ces organisations est démontrée par la part que l'Association d'Éducation a prise à la révision du programme scolaire. Il n'y a pas de doute que les associations d'instituteurs deviendront de plus en plus importantes avec le temps, surtout avec le développement des méthodes expérimentales dans l'enseignement.

Enseignement secondaire.—L'enseignement secondaire est donné partout où il se trouve un instituteur suffisamment qualifié, comme on peut le voir par le tableau 55 qui montre un grand nombre d'élèves dans les degrés secondaires, fréquentant des écoles à classe unique. Comme dans la plupart des autres provinces, l'enseignement secondaire est la stricte continuation de l'enseignement primaire; des classes de continuation existent dans presque toutes les écoles à classes multiples, sauf dans les villes où il existe des hautes écoles régulières. La haute école rurale est maintenant partie intégrante de l'instruction publique dans l'Alberta. On trouvera, page 113 la distribution par âge, sexe et degré, de plus de 6,000 élèves du cours secondaire dans 50 villes de la province, ainsi que le nombre d'élèves faisant des études spéciales. Ce tableau aura une importance particulière quand le nouveau programme sera devenu effectif. Ce nouveau programme élimine plusieurs matières afin de stimuler l'étude plus intensive de ce qui reste, et en même temps, il laisse un grand nombre de matières facultatives.

Enseignement agricole, industriel et autres spécialités.—Au cours de l'année scolaire 1921-22, 23 institutions qualifiées écoles ordinaires enseignaient les travaux manuels à 3,128 élèves, ce qui nécessitait les services de 17 instructeurs; 28 institutions ou classes enseignaient les sciences ménagères à 4,284 élèves, employant à cela 20 institutrices; 5 institutions donnaient des cours commerciaux à 516 élèves, ce qui employait 21 professeurs. Le nombre de ces professeurs et instructeurs laisse présumer que certains d'entre eux étaient ambulants. Il y avait 21 écoles du soir avec 121 instituteurs et 1,830 élèves; un cours de correspondance avec 2 professeurs et 282 élèves; 14 clubs de garçons comptant environ 350 membres et 40 clubs de filles comptant 680 membres ont également fait connaître leur existence. On compta 129 expositions scolaires auxquelles 24,000 élèves ont participé. Le nombre d'élèves des institutions bénéficiant de la loi fédérale sur l'instruction technique était de 3,477.

Dès 1911 il existait à Calgary des écoles du soir pour les étrangers, comptant 700 élèves dans les matières techniques et 300 dans les autres matières. En 1913, trois écoles d'agriculture étaient ouvertes à Olds, Claresholm et Vermilion, qui reçurent 266 élèves dès la première année. Dans l'été de la même année, on inaugurait une école dans le but de préparer les instituteurs à l'enseignement de l'agriculture élémentaire. Un directeur de l'enseignement technique était nommé en 1914.

Organisation des écoles rurales.—En 1921-22, il y avait dans l'Alberta 68 écoles centrales résultant du fusionnement de 217 districts; 51 de ces écoles étaient à classes multiples et les 17 autres à classe unique. Elles étaient fréquentées par 6,571 élèves, dont 6,010 étaient dans les écoles à classes multiples, ces dernières étant au nombre de 166. La fréquentation moyenne a été de 71 p.c. de l'inscription. Le transport des élèves a employé 193 véhicules. Outre les écoles centralisées, il y avait 50 écoles rurales à classes multiples, dans 50 districts différents ayant en tout 115 classes fréquentées par 4,055 élèves. La fréquentation moyenne a été de

2,413-17 ou environ 60 p.c. des inscrits. Comme pour la Saskatchewan on a remarqué que l'assiduité des élèves transportés en omnibus était meilleure que celle des autres. L'organisation rurale des écoles secondaires est encore à ses débuts et n'a pas eu le temps de montrer des états de service.

Même avant 1905, l'Alberta avait abordé la centralisation scolaire. L'ordonnance des écoles de 1901 contenait un article autorisant les syndics à élaborer un système de transport des enfants dans les districts ruraux. En 1913, la législation votait des subsides aux écoles centralisées. Ces subsides étaient basés sur les considérations suivantes: (1) le nombre des districts fusionnés; (2) la présence à l'école d'au moins 6 élèves dans le degré VIII; (3) le nombre d'omnibus employés; (4) le nombre d'autobus d'un modèle approuvé; (5) les salles publiques; (6) les mesures prises pour le transport des élèves les plus éloignés. En 1914, il y avait 2 écoles centralisées résultant de la fusion de 3 districts. En 1915, il y en avait 12, résultant du fusionnement de 38 districts, avec 563 élèves. Depuis, les fusionnements ont progressé au taux de 7 par année jusqu'à ce que le nombre de 68 ait été atteint. En 1919, un amendement à la loi des fusions scolaires stipulait que lorsqu'est soulevé la question de la fusion d'un village ou d'une ville avec un district rural, les urbains et les ruraux pourraient voter séparément; de cette manière on prévenait le danger de laisser le vote du village écraser celui du district rural. En dépit de ces restrictions, 12 nouvelles fusions ont été effectuées au cours de l'année. Un nouveau pas a été fait en 1919, quand le gouvernement a voté un octroi de \$400 à toute deuxième classe d'une école rurale, en plus des \$200 octroyés à la classe junior d'une école à classes multiples. Ceci a eu pour effet jusqu'à présent de transformer 50 écoles à classe unique en autant d'institutions à classes multiples. Une nouvelle phase importante dans l'instruction rurale est celle du logement accordé à l'instituteur, sa maison ne devant pas coûter moins de \$1,000, meublée convenablement et entourée d'un lopin de 5 acres, ce qui donne au district droit à un octroi égal au tiers du coût total. Dès 1920, deux de ces logements avaient été construits. Une autre mesure également intéressante, c'est le fusionnement des hautes écoles rurales. Il y en avait déjà deux en 1921 et 1922. On étudie actuellement les moyens de créer des commissions scolaires municipales.

Inspection médicale et classes spéciales.—En 1921-22, l'inspection sanitaire des écoles de l'Alberta a employé 4 médecins en permanence, 2 médecins une partie du temps; 5 dentistes en permanence; 19 infirmières permanentes et 2 temporaires; 3 experts en psychose, et avait 4 cliniques. Le nombre d'écoliers examinés a été de 44,421; 23,243 d'entre eux nécessitaient un traitement, et 17,344 ont été traités. Pour l'éducation des anormaux, on disposait d'une institution avec 50 élèves, et de 4 classes spéciales avec 67 élèves. Il est intéressant de noter l'existence d'une classe spéciale pour les enfants remarquablement doués, laquelle comptait 40 élèves

En 1911, le bureau des commissaires d'écoles d'Edmonton inaugurait l'inspection médicale des écoliers. En 1918, la législature imposait aux commissions scolaires des villes l'obligation de faire procéder au moins une fois par année à l'examen des élèves par un médecin, dont elles devaient payer les honoraires. Cette même année, une maison pour les enfants mentalement tarés était ouverte à Edmonton, et recevait 35 pupilles. La même année, la commission des écoles séparées adopta l'inspection médicale. En 1919, plusieurs centres ruraux commencèrent à faire l'inspection de leurs écoles par des infirmières du service sanitaire, mais non au service du département de l'Instruction Publique. Le bureau des commissaires d'Edmonton ouvrit deux classes pour l'éducation des anormaux en plus d'une classe spéciale des enfants qui, sans être des tarés ou des anormaux, avaient subi de graves retards dans leurs études. Outre l'inspection médicale ordinaire, la province exige de tous ses élèves deux examens médicaux sur leur état physique, le premier dans le degré I et le deuxième dans le degré V. En 1920, les inspecteurs ont fait rapport que presque toutes les écoles avaient été inspectées médicalement au cours de l'année. Depuis plusieurs années, le gouvernement a fait des arrangements avec celui du Manitoba, pour l'éducation des sourds à Winnipeg, et avec celui de l'Ontario, pour l'éducation des aveugles à Brantford.

Enseignement supérieur.—En 1921-22, l'université comptait 1,286 étudiants; le collège. 657; les séminaires de théologie 148 et les collèges affiliés 159.

Le Collège Alberta fondé par les méthodistes en 1903, avait à peu près 100 étudiants dans les matières académiques, la théologie, etc. en l'année 1913. Lors de la première session de la législature de l'Alberta, en 1905, on s'occupa de l'établissement d'une université. En 1907, il était pourvu à l'achat d'un site et le lieutenant-gouverneur était autorisé à nommer son président. Le sénat de l'université eut sa première réunion en 1908 et décida de procéder à l'organisation de la première faculté—celle des arts et sciences—qui fut inaugurée dans l'automne avec un personnel de 4 professeurs et 37 étudiants. Le collège Robertson, institution exclusivement théologique, a été ouvert par les presbytériens en 1910, et la même année, les catholiques fondèrent le Collège St. John, qui est en même temps un séminaire. En 1911, les laboratoires du service provincial d'hygiène étaient transférés à l'université. En 1912, on inaugura le premier édifice construit sur le site de l'université. En 1913, une faculté de médecine était ouverte; le collège Robertson et le collège Alberta étaient affiliés à l'Université. Des arrangements furent conclus entre les presbytériens et les méthodistes, chaque secte devant fournir une partie du personnel enseignant, et les diplômés de théologie passèrent sous le contrôle du sénat de l'université dont chaque principal de collège affilié était membre ex-officio. On offrit à chaque collège de théologie désireux de s'affilier, un site d'environ 8 acres sur les terrains de l'université. Les différentes associations professionnelles se sont ensuite affiliées à l'université successivement, donnant à cette dernière le contrôle des examens. Dès 1913, elle avait affilié la société des arpenteurs, l'association des dentistes de l'Alberta, le collège des médecins et chirurgiens, l'association des architectes de l'Alberta, la société des terres, l'institut des comptables officiels et l'association pharmaceutique. On ajouta à l'université une chaire de vulgarisation dont le titulaire permanent a pour mission de visiter les centres agricoles et de mettre l'université plus en contact avec la vie intime de la province. En 1915, on recommandait la nomination d'un bureau d'examineurs provinciaux qui devait être le trait d'union entre l'université et le département de l'Instruction Publique. Comme résultat de cette entente une année d'études universitaires satisfaisantes était l'équivalent d'un certificat à la fin du degré XII dans les matières communes aux deux. Ce bureau d'examineurs a commencé son travail en 1917.

Budget de l'instruction publique.—L'instruction publique a coûté dans l'année civile 1921, la somme de \$12,134,488, dont \$5,213,011 en traitements versés au personnel enseignant. Les recettes ont été de \$12,038,052 dont \$1,146,722 versés par le gouvernement et \$10,891,330 par les contribuables. Les déboursés de l'université ont été de \$1,476,119, dont \$450,000 au compte du capital, et \$1,026,119 au compte des dépenses courantes. Les déboursés des collèges ont été de \$176,270—\$79,629 au compte du capital et \$96,645 de dépenses courantes. Les recettes de l'université ont été de \$1,021,355, dont \$427,825 représentent la contribution du gouvernement et \$51,560 celle des élèves. Le coût par élève inscrit aux écoles ordinaires a été de \$61.24, et par unité de fréquentation moyenne, de \$87.09. (Voir page 140 pour tableau historique des dépenses et recettes du département, page 141, pour tableau semblable sur le coût par élève; page 153 pour statistiques provinciales de l'université, et page 154 pour statistiques des recettes et dépenses des collèges).

COLOMBIE BRITANNIQUE

Population scolaire.—Le total des inscriptions de l'année 1921-22, dans toutes les institutions d'enseignement de la province, a été de 104,590¹, se répartissant comme suit 91,919 dans les écoles ordinaires élémentaires et hautes; 685 dans les écoles normales; 5,628 dans les écoles techniques; 23 dans l'école des aveugles²; 52 dans l'école pour les muets; 1,231 à l'université; 189 dans les collèges; 1,075 dans les collèges commerciaux privés; 1,283 dans les écoles élémentaires et secondaires privées; 234 dans une école d'été du département de l'Instruction publique, pour instituteurs, et 2,505 dans les écoles pour Indiens. Le total correspondant de l'année précédente était de 97,912; c'est donc une augmentation de 6,665, ou de 7 pour cent.

Écoles élémentaires et secondaires.—Les 91,919 élèves inscrits aux écoles élémentaires et secondaires étaient ainsi distribués; 8,634—3,788 garçons et 4,848 filles—dans 58 hautes écoles; 40,965—21,176 garçons et 19,789 filles—dans 95 écoles urbaines à classes multiples; 22,252 dans 114 écoles rurales à classes multiples; 2,119 dans 66 écoles rurales assistées à classe unique. Ceci donne 80,338 dans les écoles à classes multiples et 11,581 dans les écoles à classe unique. Outre les hautes écoles, il convient de mentionner les écoles supérieures ayant des élèves au-dessus de ce qui serait appelé le degré VII dans les autres provinces.

Les inscriptions accusent une augmentation de 5,969, ou d'environ 7 p.c., sur l'année précédente. Le coefficient de l'augmentation est plus considérable pour les hautes écoles, où il atteint 19 p.c.; dans le cas des écoles élémentaires des municipalités rurales, il est de 9 p.c.; dans celui des écoles rurales assistées, il est d'environ 7 p.c. tandis que l'augmentation la moins prononcée est dans les écoles élémentaires urbaines où son coefficient est de 4 p.c. Comme résultat de l'accroissement de la population scolaire, 49 écoles ont été ouvertes dans des districts nouvellement colonisés.

Moyenne de fréquentation quotidienne.—La moyenne de la fréquentation quotidienne a été de 75,528, ou 82.16 p.c. du total des inscriptions, ce qui dépasse tous les antécédents et accentue la moyenne déjà élevée de l'année précédente. Cette moyenne se répartit ainsi qu'il suit 7,481, ou 86.65 p.c. dans les hautes écoles; 35,642, ou 87 p.c. dans les écoles élémentaires urbaines; 20,096, ou 85.77 p.c. dans les écoles de municipalité rurales, et 11,499, ou 64.66 p.c. dans les écoles rurales assistées.

La statistique de l'Instruction Publique de l'an dernier rappelait qu'en 1921 le nombre des inscriptions avait été 87½ fois celui de 1873, et que la moyenne de fréquentation était 119.13 fois celle de 1873. L'an 1922 a éclipsé 1921 puisqu'il a donné 131.3 fois autant d'inscriptions que 1873. Le tableau qui accompagne ce sommaire montre la marche de cette progression.

En 1873, un acte de la législature rendait l'instruction obligatoire en permettant aux syndics ou commissaires de contraindre avec certaines réserves les parents ou tuteurs d'enfants âgés de 7 à 14 ans, à les envoyer à l'école. Depuis cette date, l'obligation scolaire a passé par plusieurs phases de sévérité jusqu'à ce que, en 1922, une amende fût imposée aux parents ou tuteurs d'un enfant de 7 à 15 ans, pour chaque jour d'absence de l'école, à moins d'une exemption spéciale. Que le mérite en revienne à la sévérité de la loi, ou à l'organisation scolaire, ou à la plus grande attraction des grandes écoles à classes multiples, ou au peu de variations de la température, ou à l'action conjointe de tous ces facteurs, il n'en reste pas moins un fait: c'est que la Colombie Britannique a le plus fort coefficient de fréquentation scolaire de tout le Canada, la province de Québec venant en second.

Degrés, âges, etc.—Les élèves des écoles élémentaires de la Colombie Britannique se répartissent par degrés dans les proportions suivantes: 13,714 dans le primaire (degré I); 14,454 dans le premier livre (degré II); 14,420 dans le deuxième livre (degrés III et IV); 22,213 dans le troisième livre (probablement les degrés V et VI); 18,174 dans le quatrième livre (degrés VII et VIII). Cette distribution par degrés est illustrée par le tableau de la page 90. On y remarque que le nombre d'élèves du degré I est beaucoup moins considérable que celui des degrés VII et VIII.

Au cours de l'année, plusieurs changements ont été faits dans les livres de classe et dans le programme d'études. On a adopté une nouvelle série de livres de lecture, autorisés aussi dans les trois provinces des prairies, qui ont été compilés et révisés par un comité d'instituteurs représentant les quatre provinces.

Enseignement secondaire.—Les hautes écoles avaient 8,634 élèves, et en plus de ce nombre, 17 élèves suivaient des cours de haute école dans les classes de continuation des écoles urbaines; 29 dans les écoles des municipalités rurales, et 264 dans les écoles rurales assistées.

Les règlements gouvernant l'admission à la haute école ont été modifiés au cours de l'année. Depuis un certain nombre d'années la promotion se faisait sur la recommandation des instituteurs dans les écoles urbaines, aussi bien que pour 60 pour cent des élèves fréquentant les écoles ayant de sept à huit classes, dans les autres districts. Cette méthode ne paraissant pas donner des résultats satisfaisants, de nouveaux règlements ont été adoptés permettant la promotion sans examen des élèves les plus studieux et les plus avancés fréquentant les écoles de sept ou huit divisions. Les autres doivent subir un examen, prescrit par le département, sur l'arithmétique, la géographie, la grammaire, la composition, etc., et obtenir au moins 60 pour cent des points, et en même temps produire un certificat de leur instituteur attestant qu'ils ont fait des études satisfaisantes en histoire, littérature anglaise, histoire naturelle et hygiène. Pour l'année 1921-22, ces examens ont été subis avec succès par 2,168 candidats, et 1,417 ont été promus sans examen. Les règlements gouvernant les certificats d'aptitude aux études universitaires ont été modifiés afin de permettre aux personnes occupées dans le commerce ou l'industrie, etc., de passer leurs

¹Sans double emploi.

²Inclus 15 dans l'école des aveugles à Brantford, Ont., et 8 à Vancouver.

examens d'aptitude par tranches, à chacun des termes de juin ou de septembre, mais en quatre années au maximum. Un nouveau règlement vient aussi d'être mis en vigueur exigeant des élèves d'une école supérieure qu'ils passent les examens du département pour être promus de la première à la deuxième année, et de la deuxième à l'année de l'immatriculation junior. L'application de ce règlement est facultative dans les hautes écoles.

La première haute école de la Colombie-Britannique a été fondée à Victoria, en 1876. La même année eut lieu le premier concours d'admission dans 21 des écoles publiques; 68 candidats furent admis sur 160. Les matières d'examen étaient l'arithmétique, la grammaire anglaise, l'orthographe et la géographie. En 1884 une autre était établie à New Westminster; une à Nanaimo en 1886 et une à Vancouver en 1890. En 1911, le département a nommé un premier inspecteur des hautes écoles et un deuxième en 1920. En 1910, un amendement à la loi de l'instruction publique créait les écoles supérieures. Elles avaient pour but de mettre l'enseignement secondaire à la portée de tous les enfants des districts ruraux et furent établies dans les municipalités rurales et les districts ruraux organisés où il y avait au moins 10 élèves qualifiés pour la haute école, afin de leur enseigner les matières des classes avancées de l'école élémentaire et des premiers degrés de la haute école. Jusqu'à 1916, le département de l'Instruction Publique faisait subir un examen aux élèves des écoles supérieures à la fin de chaque année. En 1916, le département décida de supprimer l'examen dans les degrés primaires de haute école, acceptant les élèves sur le vu d'un certificat de l'école. En 1918, cette largesse a été étendue à la deuxième et à la troisième années de haute école. En 1919, l'examen d'admission à la haute école était aboli dans les villes de première et de deuxième classe. Cependant, en 1921, commença à se faire sentir un désir de retour à l'ancien système d'examens, le département prépara un questionnaire d'examen pour les deux premières années de haute école, laissant à chaque école le choix de les subir ou de s'en dispenser. En 1921, l'examen d'immatriculation junior et senior était substitué aux deux dernières années de haute école exigées par les règlements.

Personnel enseignant.—En 1922, le personnel enseignant se composait de 2,994 membres, 700 instituteurs et 2,294 femmes, dont 301—184 instituteurs et 117 institutrices—dans les hautes écoles; 1,149—191 instituteurs et 958 institutrices—dans les écoles élémentaires de villes; 719—132 instituteurs et 587 institutrices—dans les municipalités rurales et 825—193 instituteurs et 632 institutrices—dans les écoles rurales régulièrement organisées et assistées. Ce personnel se classifiait ainsi 482 avec diplôme académique; 548 avec diplôme de première classe; 1,217 avec diplôme de deuxième classe; 374 avec diplôme de troisième classe; 202 avec permis temporaire et 171 avec permis spécial. Le nombre des instituteurs a augmenté de 105, ou 18 p.c. sur l'année précédente. On constate aussi les augmentations suivantes: 49 diplômes académiques et 58 diplômes de première classe. Aussi une diminution de 44 dans le nombre des diplômés de troisième classe, ce qui montre qu'il y a une tendance à l'amélioration dans les qualifications du personnel enseignant. Un bureau de placement a été organisé et adjoint au département. Ses services sont gratuits pour les instituteurs et les commissions scolaires. Au cours de l'année, environ 600 instituteurs ou institutrices ont été mis en contact avec les commissions par l'intermédiaire de ce bureau.

Formation des instituteurs.—En 1922, la Colombie Britannique avait 2 écoles normales pour la formation des instituteurs et institutrices, avec 10 professeurs réguliers et un inspecteur y enseignant une partie du temps. Les élèves-instituteurs étaient au nombre de 685, dont 155 jeunes gens et 530 jeunes filles. De ce nombre, 196—60 garçons et 136 filles—se préparaient au diplôme de première classe et 489—95 garçons et 394 filles—au diplôme de deuxième classe. Dans les deux écoles modèles attachées aux écoles normales, il y avait 62 instituteurs et institutrices chargés de 7 classes dans chaque école. Les bibliothèques des deux écoles normales contenaient 5,100 volumes.

Les cours d'été (du 10 juillet au 11 août) ont été suivis par 213 instituteurs et institutrices. Les matières enseignées étaient les sciences rurales, degré primaire, les travaux manuels, etc. Le troisième cours d'été de l'université de la Colombie Britannique, tenu en juillet et août, a été suivi par 9 inspecteurs et 200 instituteurs et institutrices. La fréquentation de ces cours peut être comptée comme une partie de la première ou de la deuxième année dans les arts et sciences. Outre les matières universitaires ordinaires, il y a aussi des cours avancés de commerce pour les instituteurs ayant leur diplôme académique ou de première classe. Il y a aussi trois cours avancés en pédagogie, pour les inspecteurs, les principaux et autres étudiants d'âge mûr. Ce cours d'été a permis à plusieurs instituteurs ou institutrices qui n'avaient qu'un diplôme de deuxième classe de se qualifier pour la première classe.

La première école normale provinciale a été ouverte à Vancouver en 1901. En 1910, une loi permettait au bureau des examinateurs de décerner quatre classes de diplômes ou certificats: celui de troisième classe, valide pour trois ans; de deuxième classe, de première classe et académique, irrévocables. Après 1911, tous les porteurs de diplômes de troisième classe devaient obtenir un diplôme d'une des écoles normales. Une deuxième école normale avec une école modèle à deux divisions, fut ouverte à Victoria en 1915. En 1918, les élèves ayant subi avec succès leurs examens de troisième année en matières commerciales, étaient admis, pour la première fois, aux écoles normales dans le but de former des professeurs de matières commerciales. Par règlement adopté en 1919, les professeurs de classe académique doivent posséder un diplôme universitaire. La même année, l'université a donné son premier cours de pédagogie. En 1921, l'école d'été du département était fréquentée par 207 instituteurs ou institutrices et celle de l'université, par 124. En 1914, des cours du soir ont été inaugurés à Victoria, pour donner aux instituteurs des degrés primaires des leçons de modelage, etc. La même année et au même endroit, on inaugurait des cours du soir pour la formation des instituteurs dans l'enseignement aux anormaux.

Enseignement rural.—En 1922, il y avait 180 municipalités scolaires rurales, avec 579 classes dans des écoles à classes multiples, fréquentées par 22,252 élèves, et 81 écoles à classe unique avec 2,119 élèves. Il y avait aussi 266 écoles à classes multiples dans les districts scolaires ruraux, avec 3,487 élèves et 392 écoles à classe unique avec 9,462 élèves.

Ces municipalités emploient 4 médecins-visiteurs, 2 dentistes et 10 spécialistes en agriculture. Il y avait 150 jardins scolaires en 1922.

Le facteur le plus important de l'avancement de l'instruction dans les régions rurales est indubitablement le système de centralisation adopté pour l'école rurale municipale et les autres écoles rurales qui pourvoit au transport des enfants quand c'est nécessaire. Les districts ruraux municipaux ont été créés en 1906 et ont réduit le nombre des districts scolaires de la province de 257 qu'ils étaient en 1905-6, à 167 en 1906-7. Le succès du district scolaire de municipalité rurale ne peut se démontrer plus clairement que par la description statistique. C'est pourquoi on attire l'attention sur le tableau 67, montrant les progrès accomplis à tous égards par les écoles rurales municipales, depuis 1906.

Ecoles d'agriculture, techniques, spéciales, etc.—Au cours de 1921-22, on comptait dans les écoles ordinaires de la Colombie Britannique 12 classes d'agriculture avec 10 professeurs et 450 élèves; 79 classes de travaux manuels avec 62 professeurs et 10,470 élèves; 51 classes de science ménagère avec 46 professeurs et 8,006 élèves, et 36 classes d'enseignement commercial. Les autres classes spéciales, en dehors des écoles ordinaires, étaient comme suit:

	Institu- tion	Instruc- teurs	Elèves
Enseignement industriel.....	3	27	111
Economie domestique.....	2	12	1,025
Enseignement commercial.....	11	44	52
Classes d'anglais pour étrangers.....	5	4	3,425
Autres spécialités.....	21	—	—

L'université avait 69 élèves en agriculture et 217 autres suivaient ses cours industriels abrégés. Il y a trois cours par correspondance: un cours industriel avec 152 élèves; un cours de commerce, avec 12 élèves; et un cours scolaire, avec 300 élèves. Les détails du cours technique régulier de l'université sont donnés dans le tableau, page 145.

Parmi les travaux pratiques de l'année, il faut inclure 150 jardins scolaires entretenus par 4,000 élèves et 50 jardins à domicile, cultivés par 600 élèves. Au cours de l'année, il y eut 15 expositions scolaires.

Les cours par correspondance dans les degrés primaires servent à l'instruction des enfants habitant des districts isolés. Ils sont sous la direction du département, gratuits, et couvrent tout le programme des écoles élémentaires. On peut aussi constater qu'il y a des cours de correspondance sur les sujets techniques. Des leçons de travaux manuels sont données à Vancouver le samedi, et c'est parmi les instituteurs qui les suivent que sont recrutés les instructeurs, dès qu'il se produit une vacance. Les écoles techniques donnent un cours de trois ans, après lesquels l'élève a droit à un certificat. Les cours de science ménagère embrassent plusieurs sujets tels que l'hygiène, le bien-être des enfants, le soin des malades, etc. Les cours élémentaires en agriculture comportent toujours le programme ordinaire des études dans les écoles élémentaires ou les hautes écoles. Le cours régulier de deux ans, donné par des spécialistes a été suivi par 457 élèves des hautes écoles.

En 1914, la législature autorisait la création de classes préparatoires à l'apprentissage et la commission de Vancouver organisait des classes spéciales pour enfants de plus de 15 ans, à la veille de quitter l'école. La même année, la province inaugura un cours d'été en sciences rurales et le département s'intéressait aussi aux jardins scolaires. En 1916, il nomma un directeur des hautes écoles et des classes préparatoires à l'apprentissage. En 1915 on avait nommé un directeur de l'enseignement agricole élémentaire et un organisateur de l'enseignement technique et des écoles du soir. En 1917, on ouvrait à Vancouver la première classe technique pour garçons adjointe à l'une des hautes écoles. La même année, on créait, à Vancouver un bureau d'information et de placement pour les élèves. Les principaux devaient donner tous les détails requis sur les élèves de 14 à 17 ans, et le bureau mettait en contact avec les patrons les adolescents sortant de l'école. En 1918, les élèves qui avaient fait avec succès leur troisième année de cours commercial, étaient pour la première fois admis à l'école normale dans le but de se former à l'enseignement du commerce. En 1919, l'université acceptait comme étudiants agrégés, les élèves ayant passé leur examen d'immatriculation sur des sujets techniques. En 1920, la première école technique de Vancouver était ouverte. Cette même année, étaient décernés les premiers diplômes de professeurs techniques. En 1921, une grande école technique était construite à Vancouver et une autre à New Westminster. Cette même année, Vancouver établissait une école de métiers conjointement avec les organisations ouvrières. En ce temps-là, des cours commerciaux étaient déjà établis dans dix différents centres de la province.

Inspection médicale et classes spéciales.—Le département de l'Instruction Publique a ouvert une école pour les sourds-muets à Vancouver, au commencement de l'année, et un peu plus tard, lui a donné un local permanent à Port Gray. Cette école a maintenant 62 élèves. L'école industrielle qui était antérieurement à Port Gray, a été transportée à Coquitlam.

En 1907, le bureau des écoles de Vancouver engageait un médecin devant consacrer tout son temps à la visite des écoles, et un an plus tard, il retenait aussi les services d'une infirmière pour l'examen systématique et régulier de tous les enfants. En 1912, le personnel d'inspection médicale se composait d'un médecin y consacrant tout son temps, un médecin y donnant la moitié de son temps et de deux infirmières. En même temps, on pourvoyait au traitement gratuit de tous ceux qui ne pouvaient pas payer. Une clinique scolaire était ouverte, pour le traitement de la vue, etc., et des lunettes étaient distribuées quand c'était nécessaire. Le bureau a aussi organisé des classes en plein air pour les enfants délicats. L'année suivante (1913), l'inspection médicale était établie dans Vancouver-Sud. En 1914, une clinique dentaire était établie à Vancouver, avec un dentiste y consacrant 24 heures par mois. L'examen médical a été formellement introduit à Vancouver-Sud et à New Westminster, toutes les écoles de cette dernière ville étant visitées, et 2,023 examens étant faits par un médecin examinateur donnant la moitié de son temps à ce travail, et une infirmière y consacrant tout son temps. En 1918, une deuxième clinique dentaire était ouverte à Vancouver, et un expert en psychose était engagé pour étudier le cas des retardataires et organiser des classes spéciales. En 1919, le personnel médical se composait de 3 médecins, 7 infirmières, et un septième dentiste était engagé au cours de la même année. Victoria vota aussi les fonds nécessaires à la création d'une clinique dentaire. En 1920, le bureau de Vancouver s'organisait pour le traitement gratuit de tous les enfants appartenant à une famille dont le revenu ne dépassait pas \$4 par tête. La besogne fut si considérable et augmenta si rapidement, qu'avant la fin de l'année, le privilège de cette gratuité fut limité aux familles dont le revenu ne dépassait pas \$5 par tête. Au cours de l'année, une clinique dentaire fut ouverte à Victoria, la loi ayant autorisé l'engagement d'un dentiste et d'une sous-infirmière. Victoria a aussi établi un service pour les enfants souffrant du manque de nutrition. En 1921, le personnel médical du bureau de Vancouver se composait de 1 médecin en chef; deux femmes-médecins comme adjointes et 8 infirmières. Tous les cas de dentition défectueuse ont été traités.

Classes spéciales.—C'est en 1912, qu'à Vancouver, on a commencé à s'occuper des enfants retardataires ou anormaux. Dans deux écoles on introduisit des instituteurs surnuméraires, n'ayant aucune classe en particulier, et consacrant leur temps à l'instruction des élèves retardataires de toutes les classes. La même année, Vancouver instituait des classes spéciales pour les anormaux. Le bureau organisait aussi des classes en plein air pour les enfants frères et délicats. En 1914, des classes spéciales étaient créées à Vancouver pour la formation de professeurs pour les classes d'anormaux. En 1915, une classe spéciale, pour les anormaux qui n'étaient pas tout à fait des imbéciles, était ouverte à Victoria et une classe pour les sourds, était ouverte à Vancouver. En 1915, une classe pour aveugles était inaugurée à Vancouver. Cette année, dans la même ville, 8 enfants ont fréquenté les classes orales et les deux classes auxiliaires ont eu approximativement 12 élèves chaque. En 1918, un expert en psychose a été engagé par Vancouver, pour l'observation des retardataires et l'organisation de classes spéciales. En 1919, Vancouver avait 10 classes spéciales, et en 1920, 12. Cette même année, la ville nommait un surveillant devant s'occuper spécialement de suivre ces anormaux, tant à l'école qu'après leur sortie et plus particulièrement quand ils commencent à travailler. En 1921, les classes spéciales de la ville de Vancouver avaient atteint le nombre de 16, quatre nouvelles ayant été créées au cours de l'année. Cette même année, le gouvernement a pris à sa charge l'école des sourds-muets.

Enseignement supérieur.—En 1921-22, il y avait 1,231 étudiants inscrits à l'université de la Colombie Britannique et 189 inscrits dans les collèges. Les statistiques complètes du personnel de l'université sont données dans le tableau 94; celles des collèges dans le tableau 104 et les statistiques financières, dans le tableau 106. A noter tout particulièrement le tableau montrant les différentes classes des collèges de la province.

En 1890, une première tentative d'établir une université provinciale échoua; on se borna à l'élection d'un sénat. En 1896, un amendement à la loi des écoles permettait aux bureaux des commissaires des quatre villes de s'adresser au gouvernement pour l'obtention de chartes les constituant en bureaux de gouverneurs de leurs hautes écoles respectives, afin de les mettre en état de s'affilier aux universités de l'est. En conséquence, les hautes écoles de Vancouver et de Victoria ont été affiliées à l'université McGill, et en 1906, cette affiliation embrassait le Royal Institute of British Columbia. D'après son incorporation, amendée en 1907, cet institut avait le droit d'établir, à tels endroits qu'approuverait l'université McGill, des collèges d'enseignement supérieur à l'usage des deux sexes. Les classes universitaires de Vancouver et de Victoria ont alors été mises sous le contrôle de l'institut. Trois années de lettres et deux de sciences appliquées formaient la somme des cours donnés à Vancouver, tandis que Victoria ne complétait que deux années de lettres. Les dépenses étaient soldées par les octrois de la province, les contributions des bureaux des commissaires et par des dons privés. En 1907, la législature votait une dotation de 200,000 acres de terre à l'université, et en 1908 l'établissement d'une université incorporée était décrété. La première assemblée de convocation fut tenue en 1912. En 1920, le Victoria College, une des affiliations de McGill, était affilié à l'université. Il est probable que, depuis la fondation de l'université, peu de pays au monde ont fait autant de chemin dans la coordination du travail des écoles avec celui de l'université. En 1921, le département de l'Instruction Publique substituait l'examen d'immatriculation junior et senior au degré académique requis pour l'admission aux écoles normales. En 1920, un cours de pédagogie était institué par l'université. En 1922, elle inaugurerait des cours d'été pour instituteurs. Ce n'est guère exagérer de dire qu'il ne manque pas un seul anneau au système d'enseignement de la Colombie-Britannique, depuis l'école maternelle jusqu'aux diplômes universitaires.

Ecoles privées.—Le nombre d'inscriptions dans les écoles privées élémentaires et secondaires était de 1,283, dont 432 garçons et 851 filles. Il y avait en tout six écoles privées. On trouvera dans le tableau 119 la répartition de ces 1,283 élèves par âge, par degré et par sexe. Le tableau 108 donne l'analyse de ces mêmes élèves suivant la résidence, etc. Les statistiques des collèges commerciaux sont données dans le tableau 120. Le nombre d'élèves dans les collèges commerciaux ayant fait rapport pendant l'année a été de 1,075.

Coût de l'enseignement.—L'instruction publique a coûté en 1921 la somme de \$7,833,578; le gouvernement provincial y a contribué pour \$3,141,738 et le reste, \$4,691,840 a été prélevé par cotisations locales. Le coût par élève inscrit a été de \$82.23; par unité de moyenne de fréquentation, \$103.73. Les dépenses de l'université ont été de \$549,775, dont \$48,590 au compte du capital et \$501,185 au compte des dépenses courantes. Les recettes ont été de \$558,447, dont \$489,500 en contributions du gouvernement et \$44,798 en contributions des élèves.

CHAP. III.—GÉNÉRALITÉS

Conseil consultatif honoraire des recherches scientifiques et industrielles.—Ce conseil doit sa fondation aux conditions créées par la grande guerre. Lors de la rupture des relations commerciales, les sources d'approvisionnement de plusieurs matières essentielles se trouvèrent tarées, vu le manque de connaissances scientifiques pour trouver des substituts à ces matières ou à certains procédés indispensables à certaines industries primordiales. Il devint bientôt évident que la nation dépendait des monopoles étrangers dans l'application industrielle des sciences. Une commission du Conseil Privé fut nommée, ayant sous elle un conseil consultatif de recherches scientifiques et industrielles, nommé par le gouvernement impérial en 1915. Les dominions britanniques furent invités d'en faire autant, et le gouvernement du Canada nomma immédiatement, en 1916, un sous-comité du Conseil Privé, ayant sous lui le Conseil Consultatif Honoraire des Recherches Scientifiques Industrielles, composé de onze membres. Ce conseil était investi des attributions suivantes:

(a) De rechercher et cataloguer les institutions publiques ou privées adonnées aux recherches scientifiques au Canada.

(b) De constater et classer l'objet des recherches et investigations.

(c) De coordonner les travaux de ces institutions de manière à éviter le double emploi dans leurs efforts.

(d) De dresser une liste des problèmes scientifiques ou techniques qu'ont à résoudre nos industries.

(e) D'étudier nos ressources nationales inemployées et les sous-produits et déchets de nos principales industries.

(f) D'augmenter le nombre des chercheurs expérimentés et compétents.

(g) De stimuler l'esprit public quant à l'importance et à l'utilité des recherches scientifiques.

En exécutant ce programme, le conseil découvrit qu'il manquait de moyens, d'hommes possédant la préparation nécessaire pour le développement scientifique des industries canadiennes, et pour remédier à cette lacune, il établit un nombre de bourses d'études et d'agrégation et des fondations collégiales d'une valeur annuelle respective de \$1,200, \$1,000 et \$750. Ces dernières sont accordées à des élèves diplômés des universités, et les deux autres bourses sont accordées par ordre de mérite, s'il y a une preuve que le titulaire a montré des aptitudes spéciales pour les recherches scientifiques, après une année dans une des grandes universités du pays. Jusqu'à date, 146 bourses ont été accordées, et 96 personnes en ont profité. A cette fin, le Conseil n'a pas dépensé plus de \$40,000 par année, ou un peu plus du tiers des crédits lui sont alloués par le gouvernement du Dominion.

Le Conseil a commencé des recherches sur nombre de choses importantes, telles que l'utilisation de la tourbe canadienne, et le briquetage du lignite inférieur du sud-est de la Saskatchewan. Il a aussi fait 93 octrois pour investigations dans des sujets représentant une importance spéciale pour les industries canadiennes, dépensant de ce fait une somme de \$175,000.

Le Conseil s'est adjoint onze comités consultatifs composés des personnes les plus éclairées dans toutes les branches de la science du Canada, formant un total de 145 personnes, donnant leurs services gratuitement.

Le Conseil a recommandé au gouvernement l'établissement d'un institut de recherches nationales qui servirait à l'organisation d'un vaste système de recherches industrielles, un laboratoire et des usines, sous la direction d'un chef et de collaborateurs compétents, étant fournis par le gouvernement, et les différentes industries payant le salaire des techniciens et autres dépenses occasionnées par la solution des différents problèmes soumis à l'institut. Un comité spécial de la Chambre fut nommé pour étudier cette recommandation, et en avril 1920, fit un rapport favorable. Un projet de loi pourvoyant à l'établissement de cet institut fut présenté aux Communes et adopté, mais fut rejeté par le Sénat.

A l'heure actuelle, des instituts de recherches ont été fondés en Angleterre, en Australie, en Nouvelle-Zélande, au Japon, en Allemagne, et Belgique et aux Indes. (Secrétaire, S. P. Egleson, Ottawa).

Division de l'enseignement technique.—A la fin de 1922, cette division, créée sous l'empire de la loi de l'Enseignement Technique, fonctionnait depuis trois ans. L'assistance donnée aux provinces a stimulé l'activité dans toutes les branches de cet enseignement et il en est résulté une extension notable des cours d'apprentissage, autrefois limités à quelques grands centres industriels et qui se trouvent maintenant dans les petites cités et villes. Chaque province s'applique à pourvoir aux besoins des enfants qui ne trouvent pas ce qu'il leur faut dans les écoles académiques existantes, et des efforts sont faits tous les jours pour donner la formation technique et civique nécessaire à tout adolescent entrant dans l'industrie, et à tous ceux qui ont abandonné l'école avant d'être suffisamment équipés des connaissances nécessaires pour faire de bons citoyens et de bons artisans. Le but de la loi de l'enseignement technique est d'aider les provinces à mettre les cours d'apprentissage sur le niveau de l'enseignement secondaire.¹ Un nouveau type d'école, appelé la haute école composite, et qui combine l'enseignement académique, commercial, industriel, agricole et ménager dans une seule école, plaçant toutes ces matières sur un pied d'égalité, est en développement. Avant 1919, il y avait au Canada moins de dix édifices publics voués exclusivement aux cours d'apprentissage; en comptant aujourd'hui les nouvelles hautes écoles composites, il y a 32 édifices, dont dix complétés ou en cours de construction en 1922. Il y avait en préparation des plans pour la construction de six autres édifices. Toutes ces écoles sont dans les grands centres industriels ou commerciaux. Dans les centres moins importants, on se limite aux départements des industries, du commerce et de l'art ménager, qui sont attachés aux hautes écoles, et aux écoles du soir qui se font dans les écoles académiques de jour, ou d'autres salles temporaires. Le nombre des écoles d'apprentissage recevant un octroi en vertu de la loi de l'Enseignement Technique est de 283. Ce nombre inclut les départements d'apprentissage dans les autres écoles académiques, les écoles d'apprentissage du jour dans des édifices distincts, les écoles du soir et les départements provinciaux d'enseignement par correspondance. Cela ne comprend pas les écoles d'agriculture, ni les classes de travaux manuels ou de sciences ménagères adjointes aux cours académiques.² Des efforts ont

¹Voir le troisième rapport annuel du Directeur de l'Enseignement Technique, publié par le ministère du Travail, Ottawa.

²Le Tableau 71, page 119, donne la statistique de ces écoles secondaires d'apprentissage comprises par la loi. Les autres tableaux de la section 7 donnent avec autant de précision que possible les statistiques des travaux manuels enseignés comme culture dans les écoles ordinaires, aussi bien que l'enseignement agricole et l'enseignement professionnel universitaire. Les chiffres du tableau 71 sont compris dans les autres tableaux. Les chiffres nets des cours d'apprentissage, sans double emploi, sont donnés dans le tableau 1.

été tentés pour établir une école centrale d'apprentissage dans la Puissance pour la préparation des instructeurs. A présent, les instructeurs sont tirés des rangs du personnel de l'enseignement académique des hautes écoles, des instructeurs de travaux manuels des hautes écoles, les nouveaux diplômés en génie et les artisans qui ont une bonne instruction générale. Presque tous les instructeurs viennent pratiquement de cette dernière source. Les provinces ont des cours d'été pour la formation des instructeurs; elles leur permettent aussi d'aller aux Etats-Unis pour s'y perfectionner. (Directeur—A. H. Crawford, Ottawa.)

Association Nationale d'Education.—Le premier congrès de l'Association Canadienne d'Education depuis 1918, a été tenu à Ottawa, le 1er et le 2 novembre 1922. L'Association, qui s'appelait Association d'Education du Dominion avant 1918, se compose de représentants des départements provinciaux de l'Instruction Publique, des présidents des universités et associations d'instituteurs, des représentants des différentes facultés et chaires des universités, des associations de commissaires et de syndics d'école, d'associations éducatives auxiliaires et d'autres groupements apparents aux systèmes provinciaux d'enseignement. Il est aussi pourvu à l'admission comme membres de certaines autres personnes prenant un intérêt spécial à l'instruction ou l'éducation. Les délégués au congrès d'Ottawa représentaient toutes les branches de l'enseignement sous le contrôle administratif et quelques écoles et industries privées. Le congrès s'est occupé, entre autres choses, de la préparation d'une nouvelle histoire du Canada pour les écoles élémentaires. On a aussi commencé à élaborer un diplôme d'enseignement élémentaire qui serait accepté dans toutes les provinces. Une séance a été consacrée à la discussion de la loi de l'enseignement agricole, dont les effets expirent à la fin de la présente année fiscale. Une résolution demandant la continuation des subventions accordées sous cette loi a été adoptée. Les autres questions étudiées ont été les cours d'apprentissage et les nouvelles écoles composites (voir la division de l'enseignement technique) le développement des cours par correspondance et la formation des apprentis. (Secrétaire—Dr. J. H. Putman, Ottawa.)

Conseil National d'Education.—Le Conseil National d'Education a été formé lors de la conférence nationale sur l'éducation, tenue à Winnipeg, en 1919. Le but de la conférence était de rallier autour des écoles du Dominion, la meilleure opinion publique du pays. Comme résultat de cette conférence, un conseil de cinquante membres a été nommé pour étudier les principales questions soulevées alors et faire rapport à la seconde conférence qui devait être tenue à Toronto en 1923. Le programme du Conseil comprend: 1. Un congrès triennal; 2. La création d'un bureau canadien d'éducation; 3. Un plan de conférences nationales; 4. La publication d'un magazine pour enfants. Une bibliothèque d'ouvrages didactiques, déjà assez considérable, a été formée. Des investigations sur l'enseignement de la géographie, de l'histoire et de la littérature ont été entrepris au nom du Conseil par les universités McGill, Toronto et Queen. Les rapports devaient en être présentés à la conférence de 1923. (Secrétaire honoraire, le major F. Nay, Queen's Park, Toronto.)

Collège de la Frontière.—Ce collège, incorporé en 1919, est la transformation de l'Association pour la Lecture au Campement, fondée en 1900, dont le but était de procurer de la lecture aux mineurs et bûcherons des camps de l'Ontario. Des camps de lecture ont été établis à différents endroits et en 1902, le mouvement prenait pied dans la Colombie Britannique. Au cours des vingt premières années du siècle, plus de 300 classes ont été tenues sous la tente ou dans des wagons à marchandises, le long des chemins de fer, pour l'instruction des équipes de construction. Environ 100,000 hommes ont fréquenté les classes du soir, et 180,000 ont eu l'avantage de se procurer de la bonne littérature et de rester en contact avec la civilisation, par l'intermédiaire des camps du collège. Le collège s'est assuré les services de 500 instructeurs, tous des universitaires, qui ont enseigné à plus de 600 endroits différents au Canada. Au nombre de ces instructeurs, il y avait 63 diplômés d'université. Ces éducateurs ne se contentaient pas d'enseigner le soir, mais le jour ils travaillaient comme leurs élèves, partageant entièrement leur existence. Quelques-uns seulement remplissaient les fonctions de médecin du camp, de commis etc. Les cours donnés s'étendent depuis l'enseignement élémentaire jusqu'à la matriculation. Une méthode spéciale est employée pour l'instruction des étrangers. (Principal—Alf. Fitzpatrick, Ottawa.)

Ligue de l'enseignement d'outre-mer.—La naissance de cette organisation est le fruit d'une visite à Winnipeg de la British Association qui y tint son assemblée annuelle en 1909. L'échange d'idées en matière d'éducation fit surgir le désir de rapports plus suivis entre le corps enseignant de la Grande-Bretagne et celui du Canada. Un des premiers résultats fut la visite d'un groupe de 165 instituteurs canadiens en Angleterre, pendant les vacances d'été de 1910, sous les auspices d'une organisation qui a reçu plus tard le nom de «Hands across the Seas». Né au Manitoba, le mouvement s'est rapidement propagé aux autres provinces et a gagné l'approbation des dirigeants provinciaux de l'Instruction Publique qui, tour à tour, l'ont reconnu et approuvé officiellement, les ministres de l'Instruction Publique étant maintenant membres du conseil du Dominion, et leurs sous-ministres étant les présidents provinciaux. En 1911-12, il a été reconnu officiellement par les gouverneurs du Canada et de Terre-Neuve, le ministre de l'Intérieur du Canada, et le ministre premier de Terre-Neuve devenant membres du conseil consultatif. L'excursion, en Grande-Bretagne, en Irlande, dans le nord de la France et en Belgique, par les 165 instituteurs de 1910, a été suivie de visites annuelles semblables, mais sur une plus grande échelle. En 1912, le nombre des excursionnistes était de 300, et leur randonnée à bord d'un vaisseau nolisé à cet effet, couvrait la Méditerranée, Gibraltar, Malte et l'Égypte. La visite de 1914 a été interrompue par la déclaration de guerre et il n'y a eu reprise qu'en 1920. Outre les avantages recueillis par les instituteurs participant à ces voyages pendant la première période des activités

de la ligue, celle-ci inaugura un plan d'échange d'instituteurs entre le Canada et les autres parties de l'empire, le premier essai se faisant en 1913, quand trois institutrices du Manitoba furent échangées pour trois de la Nouvelle-Zélande, et le conseil de la cité de Londres plaçant dans ses écoles treize instituteurs venant de différentes parties du Canada. Depuis janvier 1913, il se publie un magazine consacré à la propagation des idées et des intérêts de la ligue. Une somme de \$4,000 avait été souscrite pour la construction d'un logement pour les institutrices d'outre-mer, à Londres, quand la déclaration de guerre est venue suspendre ses activités. En 1920, lors du retour au Canada, après des services signalés sur les champs de bataille, du fondateur et organisateur honoraire, major F. Ney, M.C., il y a eu réorganisation; le corps exécutif a été reconstitué, et c'est alors qu'il a pris le nom de Ligue de l'Enseignement d'Outre-mer. Dans chaque département de l'Instruction Publique au Canada, et dans le gouvernement de Terre-Neuve, un membre du personnel fut nommé secrétaire provincial de la Ligue, et le ministre fut nommé membre du conseil consultatif. L'idée a été ensuite adoptée en Nouvelle-Zélande, en Australie et en Afrique-Sud. En 1922, le Canada envoyait en Angleterre 3 instituteurs de la Colombie Britannique, 4 de l'Alberta, 1 de la Saskatchewan, 3 du Manitoba, 26 de l'Ontario et 1 de Québec, et en recevait un nombre égal de l'Angleterre; en Ecosse, 3 instituteurs de Vancouver et 1 de Regina, et en recevait 10 instituteurs; en Nouvelle-Zélande, 1 instituteur de la Colombie Britannique, 1 du Manitoba et 1 de l'Ontario; en Australie, 4 de Winnipeg, et recevait 11 instituteurs australiens.

Il est facile de se rendre compte du bien que peut faire un tel mouvement. Le but de la ligue devient évident par ce qui précède; il consiste dans une plus grande connaissance de tous les systèmes d'enseignement en vogue dans l'Empire; des relations plus intimes entre les différentes parties de l'Empire et le rehaussement du niveau social de l'instituteur et du professeur. On peut aussi y ajouter la perpétuation de la mémoire des victimes de la guerre. La ligue a à son crédit jusqu'à présent, l'organisation de visites officielles d'instituteurs dans les différentes parties de l'Empire; l'établissement d'un foyer pour les instituteurs d'outre-mer, à Londres; Angleterre; la publication d'une revue qui répanit parmi les éducateurs de toutes les parties de l'empire, les meilleurs principes et maintient entre eux un étroit contact.

Comité National Canadien d'Hygiène Mentale.—Le Comité National Canadien d'Hygiène Mentale a été formé à Ottawa en avril 1918. L'intention de ses fondateurs était de participer au mouvement pour enrayer les tares mentales au Canada. On savait qu'il était fait très peu pour prévenir ou traiter ces cas à leurs débuts, bien que le Canada dépensât plus de six millions par année pour l'entretien des hôpitaux d'aliénés. On savait aussi qu'il y avait environ 60,000 personnes faibles d'esprit, dont au moins 10 p.c., ou 6,000, avaient réellement besoin de soins dans des institutions spéciales, alors que ces dernières ne pouvaient recevoir que 2,000 pensionnaires. Le comité se rendit compte de la nécessité de rehausser le niveau du traitement donné dans les maisons de santé; de surveiller plus étroitement l'immigration afin d'empêcher les tarés d'entrer au pays; d'instituer une politique d'hygiène mentale dans les écoles primaires, afin d'identifier les enfants anormaux et de leur donner les facilités de s'instruire que réclament leur condition; d'examiner les délinquants, les prostituées, les filles-mères et les indigents, de donner une plus grande place à l'hygiène mentale dans l'étude de la médecine, etc. (Secrétaire—Dr. C. M. Hincks, 102 College street, Toronto).¹

Cette œuvre a été grandement facilitée par un travail similaire antérieur et par l'expérience du Comité National d'Hygiène Mentale des Etats-Unis. Cette dernière organisation, en existence depuis déjà dix ans, avait été un grand facteur de progrès. Suivant l'exemple du comité américain, le comité canadien employa un personnel d'experts, et apporta sa collaboration au gouvernement fédéral, aux différents gouvernements provinciaux et aux autres organisations canadiennes s'intéressant au sort des malheureux déséquilibrés.

Au cours des cinq dernières années, le Comité a fait sept différents relevés provinciaux de l'hygiène mentale. Ces études comprennent une enquête dans les asiles d'aliénés, les écoles publiques, les prisons, les maisons de correction, les asiles et refuges, etc. Le but était de découvrir la nature et l'ampleur du problème des déficiences mentales dans chaque localité; ce qui avait été fait pour le résoudre, et, finalement, la préparation de recommandations au gouvernement concerné sur l'adoption d'un programme approprié d'hygiène mentale. Ces relevés ont été un facteur de progrès et ont entraîné la dépense de plus de cinq millions pour la construction de nouveaux édifices et un meilleur aménagement. De plus, les lois concernant les aliénés ont été révisées et des mesures d'hygiène mentale ont été insérées dans les systèmes scolaires, les œuvres sociologiques et les cours universitaires.

On peut voir par ce qui précède que le Comité National s'est essentiellement occupé d'investigation et d'éducation. Il s'est appliqué surtout à renseigner le peuple canadien sur les faits concernant les tares mentales et à gagner son appui pour les mesures d'hygiène mentale. Des articles de revues, des conférences publiques et des expositions ont porté leurs fruits. Ces efforts amènent une compréhension sympathique du problème. Dans le passé, la folie, par exemple, était considérée comme une disgrâce de la nature, et dans bien des cas les maladies étaient traitées comme s'ils avaient commis un crime contre la société. Grâce aux efforts du comité National et d'autres corps, la folie est maintenant considérée comme une maladie mentale, et ceux qui en souffrent reçoivent un traitement aussi doux et aussi intelligent que ceux qui souffrent d'une déficiences physique.

En conclusion, on peut dire que le Canada a été le deuxième pays au monde à organiser un mouvement d'hygiène mentale. Les résultats ont été suffisants pour attirer l'attention des autres pays, et le Dominion a contribué à étendre cette campagne humanitaire en Grande-Bretagne, en Afrique du Sud, en Australie, en France, en Belgique, et autres pays.

¹Aussi secrétaire général—Siège social de la ligue: 11 Kermedy street, Winnipeg.

La Croix Rouge Canadienne.—La société de la Croix Rouge Canadienne a été organisée en 1896, comme filiale de la Croix Rouge Britannique. Elle a été incorporée par statut fédéral en 1909, «pour soigner volontairement les malades et les blessés des armées, en temps de guerre».

La grande guerre a révélé, incidemment, l'énorme proportion de la population mâle de l'Empire, et de tous les pays qui ont pris part à la guerre, classifiée comme malingre. D'un tiers à la moitié des hommes examinés ont été trouvés impropres au service au front. Les hommes d'Etat, se rappelant le rôle que la Croix Rouge avait joué pendant la guerre, se sont immédiatement tournés vers cette société, susceptible d'aider le gouvernement dans ses efforts pour l'amélioration de la santé et la prévention de la maladie.

Une conférence des sommités mondiales sur la santé fut tenue à Cannes, France, en avril, 1919. Une de ses conclusions fut que la Croix Rouge pourrait, par l'éducation du public, et par d'autres moyens, être un précieux auxiliaire aux gouvernements dans leurs travaux pour la protection de la santé.

La conférence de la paix qui suivit inséra dans le pacte de la Ligue des Nations l'article suivants «Les membres de la Ligue conviennent d'encourager et soutenir les organisations volontaires dûment autorisées de la Croix Rouge, ayant pour but l'amélioration de la santé, la prévention de la maladie et l'adoucissement de la souffrance de par le monde».

En 1919, le parlement amendait la charte de la société de la Croix Rouge, lui permettant de s'occuper des fins ci-dessus mentionnées, et en 1922, une refonte de ses statuts donnait à cette société son status actuel.

Depuis 1919, la Société s'est tracé un programme de temps de paix en stricte conformité avec les résolutions adoptées par les experts en santé publique de la convention de Cannes, et l'article du pacte de la Ligue des Nations, dominé par deux considérations, à savoir premièrement, que la Croix Rouge est un auxiliaire du gouvernement; deuxièmement, que son œuvre essentielle est l'éducation du public et la formation d'un sentiment public sur les sujets touchant la santé.

Dans l'accomplissement de cette tâche, il convient de mentionner entre autres choses, ce qui suit 1—*Elle stimule la formation professionnelle d'infirmières.*

Les divisions provinciales de la Société ont établi à leurs frais, dans leurs provinces respectives, des cours pour la formation d'infirmières dans les universités suivantes:—Colombie Britannique, Toronto, Western (London), McGill et Dalhousie. La division de la Saskatchewan a établi un cours pour infirmières-ménagères à l'université de la Saskatchewan et la section du Nouveau-Brunswick a financé la formation professionnelle donnée aux infirmières de la santé publique dans cette province.

2. *Coopération avec les autres organisations.*—La Société a subventionné différentes organisations nationales pour leur permettre de continuer l'œuvre éducative et les autres travaux assumés par elles. Les organisations ainsi assistées sont: l'Association Canadienne contre la Tuberculose; Le Conseil National de Lutte contre les Maladies Vénériennes et la section du bien-être des enfants de l'Association Canadienne de la Santé Publique.

Les sections provinciales ont donné leur pleine coopération à l'Institut National des Aveugles, lui accordant des dons en argent ou en nature. Elles ont fait de même avec les associations provinciales contre la tuberculose et autres organisations.

La section de l'Ontario subventionne l'Association Médicale de la province pour l'aider à donner un cours supplémentaire à tous les médecins exerçant leur profession dans la province. Plus de 500 conférenciers ont parcouru la province semant partout la connaissance des dernières découvertes de la science médicale. La profession a montré de plus d'une manière son approbation, et l'Association déclare que c'est l'Ontario qui est à la tête du mouvement, ce qui sert d'exemple aux autres provinces et aux pays étrangers. Environ 3,000 médecins ont assisté aux conférences de l'Association et le bien accompli par leur intermédiaire ne peut se mesurer.

Les sections provinciales ont aidé à nombre d'organisations s'occupant de santé publique et d'hygiène, et les succursales locales ont fait un travail similaire sur leur territoire, s'intéressant surtout au bien-être de l'enfance et autres œuvres de ce genre.

3. *Propagande*—La Société a fait beaucoup pour la vulgarisation des principes d'hygiène individuelle, et de la salubrité des logements, de même que pour éveiller l'esprit public sur l'importance des services sanitaires. Le premier mouvement national de la Société, fut en 1921, une campagne de publicité tendant au recrutement de membres, effectuée au moyen de millions de brochures, affiches, circulaires, etc. Une fois commencé, le travail s'est continué et perpétué sous la forme d'un bulletin mensuel dont le tirage moyen depuis deux ans a été de 150,000 exemplaires, et par la publication d'opuscules sur différents sujets spéciaux, lesquels sont distribués par les sections provinciales.

La Société publie aussi «La Croix Rouge des Jeunes», consacrée à inculquer aux jeunes des habitudes sanitaires, et un bulletin sur l'hygiène et les premiers soins à donner aux malades.

Sur certaines questions spéciales importantes au point de vue de la santé, des conférences nombreuses ont été données avec projections sur l'écran lumineux et vues animées.

L'organisation de la Croix Rouge des Jeunes dans les écoles est une autre manifestation du travail éducatif de la Croix Rouge et de l'intérêt qu'elle prend à la formation des futurs citoyens canadiens.

4. *Rôle des infirmières formées dans les universités.*—Plusieurs des infirmières ayant suivi des cours supplémentaires dans les universités, ont été mises à la disposition des autorités sanitaires des provinces ou des municipalités, par les différentes sections provinciales de la Société. Ces infirmières ont participé à l'organisation du service de santé dans l'Ontario, et ont rempli le rôle d'infirmières de comté dans la Nouvelle-Ecosse, le Nouveau-Brunswick et l'île du Prince-Edouard; elles ont dirigé des infirmeries de campagne dans l'Ontario, le Manitoba, la Saskatchewan, l'Alberta et la Colombie Britannique. Partout où elles ont été stationnées, elles enseignent et pratiquent la manière de soigner les enfants et les malades, dans les écoles et dans les familles.

Des infirmières diplômées ont aussi été engagées en Colombie Britannique pour organiser des classes de puériculture à l'usage des mères et des jeunes filles. Ce travail doit s'étendre prochainement à toutes les provinces.

Comme résultat général de l'active propagande de la Société, le sentiment public devient graduellement mieux disposé envers les mesures de santé publique, facilitant ainsi aux gouvernements l'application des lois pour l'amélioration de la santé générale. Le travail accompli par la Croix Rouge, ou effectué par d'autres, à son instigation, a permis aux différentes provinces de faire, depuis trois ans, de grands progrès dans leur législation sur la santé publique. (Secrétaire général—Dr. Albert H. Abbott, Toronto.)

La Croix Rouge des Jeunes est simplement un groupement de garçons et de filles âgés de moins de 18 ans, ligüés dans un but d'entraide et de solidarité, et spécialement pour la pratique individuelle de l'hygiène, la formation et la pratique d'habitudes favorisant la santé et aussi pour l'assistance aux enfants infirmes. Elle existe maintenant dans toutes les provinces du Canada et compte approximativement 75,000 membres.

Cette idée, originaire du Canada, s'est maintenant propagée à 25 pays différents. Le mouvement a pris naissance à Montréal, en 1914, dans le but de donner aux enfants une occasion de participer à l'œuvre humanitaire de la Croix Rouge. Ils y mirent tant d'empressement et d'enthousiasme que les protagonistes de cette innovation en entrevirent toutes les possibilités. Après la guerre, on s'occupa de continuer et d'étendre le mouvement et de l'adapter au programme des œuvres de paix de la Croix Rouge, c'est-à-dire, l'amélioration de la santé, la prévention de la maladie et l'adoucissement des souffrances par toute la terre.

La Croix Rouge des Jeunes offre un excellent champ d'activité à certaines théories sur l'éducation. Elle est basée sur les trois principes fondamentaux de la formation de l'enfance qu'elle met en pratique: que le développement d'un enfant est le fruit de son propre travail; que sa conduite dépend des habitudes acquises, et que la meilleure époque pour la formation des habitudes est celle de la maléabilité de la jeunesse.

Les trois buts principaux de la Croix Rouge des Jeunes sont:

- (1) La protection de la santé;
- (2) L'avancement des idées humanitaires;
- (3) La promotion des vertus civiques.

Comme complément de ces trois buts nous pouvons ajouter un corollaire: l'apostolat de l'harmonie internationale.

Par ses enseignements, la Croix Rouge des Jeunes propage les connaissances sanitaires, donne l'occasion de les mettre en pratique et d'en contracter l'habitude. Parce qu'elles lui viennent de son propre club, et parce qu'il a derrière lui les glorieuses traditions de la Croix Rouge internationale l'enfant se sent fortement poussé à mettre en pratique ses connaissances de la salubrité. C'est l'inspiration qui arrive à l'enfant par l'élément spirituel qui se dégage des idéaux du service de la Croix Rouge et qui lui donne une détermination beaucoup plus forte que si elle était stimulée par un système de notes ou de points, ou si elle puisait ailleurs sa source.

Pour cultiver et développer les sentiments humanitaires des membres, on les intéresse au secours des enfants infirmes dont les parents sont indigents. Comme résultat, environ 2,000 enfants ont été traités pour différentes affections, et plus de 5,000 enfants des campagnes ont reçu des soins de dentistes. On voit immédiatement l'effet produit sur les enfants plus fortunés qui ont économisé leurs sous et se sont même efforcés d'en gagner d'autres pour accomplir une bonne action. A l'aurore de la vie ils apprennent la joie qu'il y a à rendre service et les devoirs de la solidarité envers les deshérités.

Les membres de la Croix Rouge des Jeunes n'apprennent pas seulement à protéger leur santé et celle des autres; ils n'apprennent pas seulement à rendre service, ils reçoivent aussi des leçons de civisme. Ils apprennent à diriger une assemblée délibérante d'une manière pratique et à parler en public. Ils lisent dans le grand livre de la démocratie et apprennent à choisir leurs propres dirigeants. Leur initiative et leur ingéniosité sont mises à contribution et se développent quand il s'agit de se procurer des ressources et, dans l'administration de ces fonds, ils se forment aux affaires et à l'honnêteté.

Les différentes unités de la Croix Rouge des Jeunes s'efforcent de se tenir en contact par correspondance. Par leurs magazines, les enfants d'un pays apprennent non seulement ce que fait la Croix Rouge des Jeunes dans les autres pays, mais ils ont aussi un aperçu des coutumes, des mœurs et des goûts de la jeunesse des autres pays. L'échange de sympathies et le respect de l'opinion d'autrui, ainsi encouragés, ne peuvent que favoriser l'harmonie internationale.

Sauf quelques rares exceptions, la Croix Rouge des Jeunes est toujours organisée et dirigée par les instituteurs. Toute l'organisation, et ses partisans, donnent leur appui à l'instituteur, et ainsi se trouve éliminée de l'école l'ingérence souvent mal accueillie des apôtres improvisés. La Croix Rouge des Jeunes est donc une grande manifestation éducative issue des écoles du Canada, et encouragée par l'appui officiel des départements de l'Instruction Publique de plusieurs provinces. (Pour tableaux statistiques, voir page 122). (Secrétaire honoraire—M. H. Love, 281 Sherbourne street, Toronto.)¹

L'Ordre Canadien des Infirmières Victoria du Canada.—L'Ordre Canadien des Infirmières Victoria a été fondé en 1897, par la comtesse d'Aberdeen, femme du gouverneur-général d'alors, qui a obtenu une charte royale. Le but de la fondatrice était de fournir des infirmières qualifiées aux familles n'ayant aucun moyen de s'en procurer. En 1901, sous l'impulsion de la lady Minto, l'ordre fondait des hôpitaux cottages dans les endroits où la population est clairsemée, particulièrement dans les territoires du Nord-Ouest, une somme de \$26,300 ayant été souscrite et dépensée pour cela. Suivant son programme, l'Ordre a ouvert et maintenu vingt-quatre hôpitaux dans différentes parties du pays éloignées des communications, lesquels, à l'exception de cinq qui sont encore à la charge de l'Ordre, ont été graduellement transférés en bon état aux autorités locales. Le champ d'activités de l'Ordre s'est constamment élargi depuis sa fondation et aujourd'hui il embrasse toutes les phases de la carrière d'infirmière ou de garde-malade, tant à domicile que dans le service public, soit à l'école, à l'usine, à l'hôpital, à la garderie, à la clinique, aux camps et jusqu'à l'enseignement de l'hygiène et de la salubrité.

Les infirmières appartenant à l'Ordre Victoria sont choisies avec soin parmi les diplômées et reçoivent ensuite une formation spéciale qui les prépare à assumer la charge d'un district. Au début, cette formation était donnée directement par l'Ordre, mais depuis 1921, trente bourses de \$400 chacune sont distribuées pour permettre aux infirmières diplômées de suivre ce cours aux universités canadiennes.

L'Ordre offre à tous les groupements de population des infirmières donnant un service efficace adapté aux besoins locaux déterminés par un comité local, après conférence et entente avec les autorités de l'endroit. Le bureau central est à Ottawa et contrôle tout le Dominion par des surveillantes ambulantes. A l'heure actuelle, l'Ordre a un pied à terre dans 61 centres et maintient des hôpitaux à Chapleau, North Bay, Cochrane, New Liskeard et Whitby. Le nombre des infirmières en service actif est de 312; en 1922, elles ont fait au total 600,000 visites.

Bien que le but essentiel de l'Ordre soit de soigner les pauvres, un grand nombre de personnes qui ne peuvent se payer les services d'une garde-malade privée ont recours aux visites des infirmières de l'Ordre pour lesquelles il est exigé un honoraire proportionné aux moyens du bénéficiaire. La plus grande partie des revenus de l'Ordre provient de cette source; le reste vient de subventions, dons et souscriptions. Chaque district a ses propres finances; les revenus de l'organisation centrale dérivent d'un fonds de dotation de \$335,000 et de subventions annuelles de \$5,000 par le gouvernement fédéral et de \$2,500 par la province d'Ontario. Cependant, ce dernier montant doit être dépensé dans l'Ontario, et à des fins spécifiées. (Pour statistiques, voir page 122). (Commissaire en chef—Dr. J. W. Robertson, Ottawa.)

Girl Guides.—Les Girl Guides sont une autre fondation de sir Robert Baden-Powell, le Chef Scout, offrant aux fillettes et aux jeunes filles un programme de travail et de distractions servant à la fois à la formation de leur caractère et au développement de leurs qualités physiques et morales. Le but poursuivi est quadruple: (1) la formation du caractère et de l'intelligence; (2) l'habileté et connaissances techniques; (3) dévouement envers autrui; (4) développement de l'individualité chez les jeunes filles.

L'organisation se propose également d'amener les parents et les institutrices à mêler plus d'esprit civique à l'éducation des jeunes filles. C'est un corps qui ignore les classes, les partis politiques et les affinités religieuses. Lors de son enrôlement, une Guide promet (1) loyauté à Dieu et au roi; (2) secours au prochain en tout temps, et (3) obéissance aux règlements des Girl Guides.

Ces règlements sont:

1. Il faut avoir foi en l'honneur d'une Guide.
2. Une Guide est loyale.
3. Le devoir d'une Guide est d'être utile à son prochain.
4. Une Guide est l'amie de tous et la sœur de toute autre Guide.
5. Une Guide est polie.
6. Une Guide est l'amie des animaux.
7. Une Guide est obéissante aux ordres.
8. Une Guide sourit et chante dans l'adversité.
9. Une Guide est économe.
10. Une Guide est propre en pensées, en paroles et en actions.

Les Guides ont été organisées au Canada en 1910. Le conseil canadien des Girl Guides a été formé en 1912, et incorporé par statut fédéral en 1917. Le commissaire en chef pour le Canada est Mme H. D. Warren, de Toronto, et les quartiers généraux sont au n° 22, rue du Collège, Toronto.

¹Directeur—Mello Jean Browne, 410 Sherbourne street, Toronto.

L'organisation a trois classes distinctes: les Brownies, pour fillettes de 8 à 11 ans; les Guides, pour filles de 11 à 16 ans et les Rangers, pour jeunes filles de plus de 16 ans. En octobre 1923, il y avait 406 compagnies de Guides; 116 escouades de Brownies et 14 compagnies de Rangers en existence au Canada. Chaque compagnie administre ses propres fonds, mais ne fait aucune contribution aux quartiers généraux. Les Guides reçoivent une subvention du gouvernement fédéral. (Pour statistiques, voir page 123).

Association des Boys Scout.—Au 31 octobre 1922, cette association comptait 47,893 membres de tous les rangs, Wolf Cubs, Scouts, Scoutmasters, etc.; c'est une augmentation de 12,292 sur l'année précédente et de 27,000 depuis la réorganisation des quartiers généraux canadiens en 1919.

Une preuve que les Scouts du Canada ont travaillé plus et mieux que dans le passé, c'est que 6,787 plaques de capacité ont été données en 1919, 14,274 en 1921, et 24,836 en 1922.

En 1922, il y a eu 50 cas d'héroïsme, bravoure ou services reconnus par le bureau des médailles du Dominion et approuvés par Son Excellence, chef des Scouts du Canada, et ainsi récompensés:

- 3 croix de bronze,
- 16 croix d'argent,
- 14 croix de vermeil,
- 5 médailles de mérite,
- 12 certificats de mérite.

C'est le plus grand nombre de décorations décernées en une seule année.

Au cours de la période écoulée entre le 30 juin 1921 et le 31 décembre 1922, il a été émis 666 commissaires de guides. (Pour statistiques, voir page 123).

L'instruction publique chez les Indiens.—Pendant l'année 1922, 321 écoles à l'usage des Indiens étaient ouvertes, dont 250 écoles du jour, 55 écoles pour internes et 16 écoles de travaux manuels, ce qui représente, comparativement à l'année précédente, une diminution de 3 écoles du jour et 3 pensionnats et une augmentation d'une école de travaux manuels; 13,021 élèves étaient inscrits en ces écoles, soit 6,605 garçons et, 6,416 filles, une augmentation de 463 écoliers sur 1921; les écoles du jour en comptaient 7,990, les écoles pour internes 3,234 et les écoles de travaux manuels 1798. La moyenne de fréquentation fut de 8,664, soit une amélioration de 59 sur l'année précédente. Outre les écoliers dont il vient d'être parlé, 130 enfants indiens étaient élevés dans différentes écoles publiques ou privées de la Puissance et même dans certaines hautes écoles. Les 321 écoles ouvertes pendant l'année appartenaient aux confessions religieuses suivantes: neutres, 50 du jour et une de travaux manuels; catholiques, 85 du jour, 32 pensionnats et 9 de travaux manuels; église d'Angleterre, 70 du jour, 15 pensionnats et 3 de travaux manuels; méthodistes, 40 du jour, 1 pensionnat et 3 de travaux manuels; presbytériennes, 4 du jour et 7 pensionnats; armée du salut, une école du jour. Les crédits votés par le parlement pour l'instruction publique chez les Indiens pendant l'année ont atteint \$1,363,420. Outre cette somme, différentes tribus indiennes ont fourni une somme de \$56,457 à titre de contribution au traitement des instituteurs. (Surintendant: Russell F. F. Ferrier, département des Affaires Indiennes, Ottawa).

CHAP. IV.—ENSEIGNEMENT SUPÉRIEUR

En présentant les statistiques de l'enseignement supérieur, il est peut-être utile d'en esquisser brièvement les trois points principaux: (1) l'état général actuel de l'enseignement supérieur, tel que révélé par les dernières statistiques, lesquelles sont compilées ici; (2) l'orientation probable, telle qu'elle ressort de la comparaison avec les statistiques des années précédentes. (Voir les sept dernières éditions de l'Annuaire du Canada, et spécialement un tableau paraissant en page 167 des Statistiques de l'Instruction Publique au Canada, 1921); et (3), ce que peut être la signification de cette orientation.

1. L'enseignement supérieur au Canada est donné dans 23 universités et 65 collèges, y compris les 21 collèges classiques de la province de Québec. Bien qu'ils soient classifiés officiellement comme institutions d'enseignement secondaire, ces collèges enseignent des matières universitaires et le cours complet se termine par le baccalauréat ès arts, le diplôme étant conféré par les universités catholiques de la province. Des 23 universités canadiennes, six sont sous le contrôle de l'Etat (les universités du Nouveau-Brunswick, de Toronto, du Manitoba, de la Saskatchewan, de l'Alberta et de la Colombie Britannique); quatre sont neutres (les universités Dalhousie, McGill, Queens et Western), et le reste est confessionnel (les universités St-Dunstan, St-François-Xavier, St-Joseph, Laval, Montréal et Ottawa appartenant à la religion catholique romaine; King's College, Bishop's College et Trinity College à l'église d'Angleterre; les universités Acadia et McMaster appartenant à l'église baptiste et les universités Mount Allison et

Victoria, à la foi méthodiste. L'université Victoria et le Trinity College sont fédérés avec l'université de Toronto). Les 65 collèges peuvent être classifiés de la manière suivante: 6 d'agriculture, 2 techniques, 2 de droit, 1 de science vétérinaire, 1 de pharmacie, 18 de théologie, 10 affiliés pour les arts et les sciences pures, 21 classiques et 3 de différentes spécialités. Cette classification n'est peut-être pas bien claire pour la raison qu'un grand nombre des collèges de théologie, et autres, donnent des cours d'arts, ou des cours préparatoires. Le collège Macdonald, dans Québec, par exemple, peut tout aussi bien être classifié parmi les institutions d'enseignement agricole, ou dans les institutions affiliées, ou il peut être complètement exclu de la liste des collèges et considéré comme une faculté de l'université McGill. Dans la classification qui précède, il est inclus parmi les collèges agricoles. Suivant cette classification, les collèges agricoles sont l'Agricultural College, dans la Nouvelle-Ecosse; le Collège Macdonald, l'Ecole Agricole d'Oka et le Collège de Ste-Anne, dans Québec; l'Ontario Agricultural College, et le Manitoba Agricultural College. Les collèges techniques sont le Nova Scotia Technical College et l'Alberta Institute of Technology and Art. Les écoles de droit sont celles de l'Ontario et du Manitoba. Les écoles d'art dentaire, vétérinaire et pharmaceutique sont celles ainsi dénommées dans l'Ontario. Les collèges de théologie sont le Presbyterian College et le Holy Heart College, dans la Nouvelle-Ecosse; le Montreal Diocesan College et le Congregational College, dans Québec; le Knox, le Toronto Bible, le Waterloo, le Huron et le Wycliffe, dans l'Ontario; le Manitoba College et le St. John's College, dans le Manitoba; le St. Chad's, le Presbyterian et l'Emmanuel, dans la Saskatchewan; le Robertson et l'Alberta, dans l'Alberta; et l'Anglican Theological College dans la Colombie Britannique. Les collèges affiliés pour le faculté des arts, etc., sont: le Prince of Wales College, de l'île du Prince-Edouard; le St. Anne's et le St. Mary's, dans la Nouvelle-Ecosse; le Presbyterian College; dans le Québec; le St. Michael's et le St. Jerome, dans l'Ontario; le Brandon et le Wesley, dans le Manitoba; l'Edmonton Jesuit, dans l'Alberta; et le Colombia Methodist, dans la Colombie Britannique. Les divers autres collèges sont: L'Ecole des Hautes Etudes Commerciales, dans Québec; l'Ontario College of Art et le Royal Military College, dans l'Ontario; l'Edmonton Jesuit College est un collège classique associé à l'université Laval, et les 21 collèges classiques mentionnés plus haut sont tous dans la province de Québec, et affiliés ou annexés aux universités catholiques. La signification de ces expressions doit être expliquée. Un collège «affilié» dans Québec, veut dire une institution dont les cours et les diplômes sont sous le contrôle de l'université; un collège «annexé» est celui dont le programme d'études et les règlements sont approuvés par l'université, qui sanctionne les diplômes accordés aux examens; un collège «associé» est une institution affiliée mais située dans une autre province.

En 1922, le nombre d'universitaires était de 10,821 dans les institutions sous le contrôle de l'Etat (personnel enseignant, 1,038); de 6,704 dans les autres institutions neutres (personnel enseignant, 674); et de 14,287 dans les institutions confessionnelles (personnel enseignant, 3,137) ce qui donne un total de 31,792 étudiants et de 3,137 professeurs. Mais ces totaux sont la somme de toutes les inscriptions, dont un grand nombre sont comptées plus d'une fois, à cause des fédérations universitaires, des collèges affiliés et des écoles secondaires préparatoires. Les chiffres nets seront donnés plus loin. Il y avait 3,439 inscriptions dans les collèges agricoles; 912 dans les collèges techniques; 453 dans les écoles de droit; 1,064 dans les écoles d'art dentaire, pharmaceutique ou vétérinaire; 1,122 dans les collèges de théologie; 2,724 dans les collèges affiliés à la faculté des lettres; 9,321 dans les collèges classiques et 1,051 dans les autres collèges, ce qui forme un grand total de 20,086.

Il faut disséquer longuement et attentivement ces chiffres bruts avant d'arriver à une conclusion nette, et encore le résultat définitif n'est qu'un chiffre approximatif. Le tableau montre que 8,177 étudiants sont enregistrés à la fois aux universités et aux écoles affiliées. Quelques-unes de ces écoles sont comprises dans les 65 collèges, alors qu'un plus grand nombre sont au rang des écoles secondaires préparatoires. Comme ces écoles ne sont pas à l'étude dans ce chapitre, il suffit d'expurger les inscriptions en double dans les 23 universités et les 65 collèges.*

Cette expurgation faite, le total net est de 49,900 pour les universités et collèges. Ce chiffre comprend 8,322 inscriptions aux cours préparatoires donnés par 23 institutions (sur 88); 10,282 étudiants non encore diplômés dans les lettres et les sciences pures; 1,091 dans les cours des gradués; 3,295 en médecine; 2,567 en génie et sciences appliquées; 1,227 en musique; 1,577 en théologie; 488 en sciences sociales; 915 en commerce; 1,095 en droit; 525 en pharmacie; 250 en banque; 1,258 en chirurgie dentaire; 52 en architecture; 1,570 en agriculture, 668 en pédagogie; 589 en sciences ménagères; 212 dans les cours pour infirmières; 107 en sylviculture; 162 en médecine vétérinaire; 2,035 dans les écoles d'été pour instituteurs; 1,615 dans les écoles d'été pour autres que les instituteurs; 4,097 dans d'autres cours abrégés (y compris le travail technique secondaire d'une école technique); 1,747 dans les cours par correspondance; et 511 dans différents autres cours, et 9,502 dans les collèges classiques dont un certain nombre, 1,800, ont déjà été comptés dans les arts, et peuvent être déduits. La différence entre la somme de tous ces chiffres et le total net vient de ce que nombre d'élèves sont inscrits à plus d'un cours. Il est remarquable que les plus forts chiffres d'inscriptions se trouvent dans la médecine, le génie et les cours abrégés autres que ceux de l'agriculture, cette dernière spécialité ayant plus de 7,000 inscriptions. Ces chiffres ne comprennent pas 14,000 externes dans l'agriculture de la Saskatchewan. Le tableau 1 montre que le grand total des cours abrégés est de 24,082. A remarquer

*Pour les chiffres nets des inscriptions aux universités, aux collèges et aux écoles secondaires préparatoires, voir tableau 1. Pour arriver à ce résultat définitif, il a fallu employer les rapports de 1921 pour une province. Y compris les collèges classiques et les cours extérieurs, le total net de toutes les inscriptions aux universités et collèges est de 62,687.

aussi, qu'en dehors des cours préparatoires, les dix premiers cours, par ordre numérique d'inscriptions sont: (1) arts, etc.; (2) cours abrégés autres que l'agriculture; (3) médecine; (4) génie; (5) cours par correspondance; (6) théologie; (7) agriculture; (8) chirurgie dentaire; (9) musique et (10) pharmacie, ayant chacun plus de mille étudiants. Il convient aussi de noter l'inscription aux écoles d'été pour instituteurs, parce que cela peut assumer beaucoup d'importance.

Au cours de l'année, les universités ont conféré à 3,248 étudiants leurs premiers degrés, et 644 diplômes de degrés supérieurs. Ces derniers ont été conférés par 21 institutions, mais 217, ou près de la moitié, par deux institutions, les universités de Montréal et de Toronto, tandis que 484 diplômes ou 74 p.c. du total ont été conférés par 4 institutions, les universités de Toronto, de Montréal, Laval et d'Ottawa. Les étudiants ayant reçu les degrés supérieurs conférés par ces quatre universités se répartissent par les facultés ou cours suivants: arts, 96; sciences pures, 7; lettres, 7; philosophie, 43; commerce, 40; pédagogie, 3; agriculture, 16; génie et sciences appliquées, 30; sylviculture, 3; droit, 53; architecture, 6; médecine, 82; chirurgie dentaire, 26; musique, 1; pharmacie, 19; art vétérinaire, 19; théologie, 46; et sciences sociales, 7. Des degrés mentionnés dans la liste ci-dessus, 7 ont été conférés *honoris causa*. Par ce qui précède, il est clair que, à l'exception des degrés en arts, sciences pures, lettres, philosophie et pédagogie (155 en tout), il ne s'agit pas de degrés dans le sens propre du mot, c'est-à-dire de degrés conférés pour une connaissance très avancée dans une science que l'étudiant possédait déjà et dans laquelle il avait gradué, mais il s'agit plutôt de degrés comme M.D., etc., qui est réellement le premier degré en médecine, mais qui est conféré à des étudiants qui ont déjà leur degré de B.A. ou de B.S., etc. Le tableau 96 donne les détails des degrés conférés par chaque université.

Les statistiques montrent un autre côté intéressant de l'enseignement supérieur: la migration des étudiants d'une province pour aller dans des institutions des provinces sœurs. Les statistiques de 1922 montrent que les universités avaient 4,484 étudiants et les collèges 1,359 venant d'une province autre que celle où est située l'université, quand ils n'étaient pas complètement étrangers, ces derniers étant au nombre de 1,359 dans les universités et 293 dans les collèges. Les universités des provinces de Québec, Ontario et Saskatchewan ont été fréquentées par des jeunes gens de toutes les provinces, et les provinces de Nouvelle-Ecosse, Québec, Ontario et Manitoba ont attiré dans leurs universités plus de jeunes gens des provinces sœurs qu'elles ne leur en ont fourni. Les chiffres absolus révèlent que les universitaires du Manitoba sont comparativement les plus sédentaires, attendu que pour l'année seulement 152 d'entre eux sont allés étudier dans les autres provinces.

Les statistiques financières montrent que le revenu des universités et collèges a été de \$12,075,047 dont \$5,148,626 en subventions du gouvernement ou des municipalités, et \$2,577,239 en contributions, les revenus des universités seules étant de \$9,609,830, dont \$1,527,116 en subventions et \$1,994,076 en contributions. Le total des dépenses a été de \$13,796,803, dont \$9,849,707 au compte courant. Les subventions aux universités ont été distribuées comme suit: \$4,041,680 aux institutions sous le contrôle de l'Etat, \$257,305 aux autres institutions neutres.

II. La comparaison avec les années précédentes fait ressortir une augmentation notable dans les inscriptions aux facultés ou cours suivants: arts, sciences pures, etc., (cours des gradués), médecine, musique, commerce, droit, chirurgie dentaire, agriculture, pédagogie, sylviculture, cours d'été pour instituteurs, cours d'été pour autres qu'instituteurs, autres cours abrégés et cours par correspondance. L'augmentation est surtout prononcée dans les cours d'été de toute sorte et dans tous les cours abrégés. Il y a une légère diminution dans le génie et les sciences appliquées, la théologie, les sciences sociales, la pharmacie, les banques, l'architecture et les sciences ménagères. La diminution est considérable dans les cours préparatoires, ce qui est dû probablement au fait que plusieurs de ces cours qui avaient été mis à la disposition des soldats démobilisés ont été discontinués depuis que leur utilité a cessé. Les données des années précédentes ne sont pas suffisantes pour permettre de conclure que ces augmentations ou diminutions sont des indices de tendances nouvelles, ou qu'elles sont simplement accidentelles et particulières à ces deux années. Il serait surtout très risqué de tirer une conclusion en ce qui regarde les vieilles facultés, mais il semble qu'il en soit autrement des facultés ou chaires de création comparative récente.

III. L'augmentation la plus prononcée est constatée dans les écoles d'agriculture d'été et les autres cours abrégés. On peut dire sans hésitation que cette progression est très significative. Les inscriptions aux écoles d'été pour instituteurs ont été presque quadruplées; les autres écoles d'été ont eu huit fois plus d'élèves que l'année précédente et les autres cours abrégés ont triplé le nombre de leurs inscriptions. L'enseignement universitaire est maintenant à la portée de tous ceux qui ont poussé assez loin leurs études pour pouvoir en bénéficier. La popularité grandissante des écoles d'été pour instituteurs est particulièrement remarquable, mais il est encore difficile de prédire jusqu'où conduira cette tendance. En premier lieu, l'instituteur qui se prévaut de cet avantage doit être de la bonne étoffe. Deuxièmement, les méthodes d'étude scientifiques absorbées par l'instituteur à l'université, et ce que celui-ci y laisse de ses idées, devraient former une heureuse combinaison pour l'avancement de la science. Troisièmement, le fait d'altérer entre la théorie et la pratique doit avoir sur l'instituteur une influence bienfaisante qui se reflète ensuite sur sa classe dès qu'il la reprend. Quatrièmement, cette facilité d'acquérir une compétence en hygiène scolaire, sciences ménagères, etc., donne à l'instituteur ou à l'institutrice une plus grande valeur auprès de ceux qui les emploient.

CHAP. V.—ÉCOLES PRIVÉES

La section 13 (tableaux 108 à 122) couvre les statistiques de deux catégories d'écoles privées : (1) les écoles élémentaires et secondaires donnant le même enseignement que les écoles ordinaires du jour sous le contrôle administratif, c'est-à-dire, se bornant à l'enseignement des matières purement académiques; et, (2) les collèges commerciaux qui se spécialisent dans la formation au commerce, et dont le programme est un véritable cours d'apprentissage. Comme on peut le voir par les tableaux 109 et 122, la ligne de distinction entre les deux catégories n'est pas toujours très nette, puisque de nombreux sujets sont enseignés dans les deux catégories. Il est aussi intéressant de faire la comparaison avec le programme d'enseignement des écoles publiques. Dans certains cas, les écoles privées élémentaires et secondaires donnent des cours d'apprentissage, D'autre part, presque tous les collèges commerciaux ont aussi un programme d'enseignement académique.

Des rapports couvrant l'année terminée fin juin 1922 ont été reçus de 121 écoles privées élémentaires ou secondaires, et 133 collèges commerciaux. Les écoles primaires et secondaires ont enregistré 17,399 élèves (6,565 garçons et 10,834 filles) dont 6,425 pensionnaires; les collèges commerciaux ont eu 23,949 inscriptions (9,177 garçons et 11,469 filles, les autres inscriptions ne tenant pas compte du sexe). Dans les deux catégories d'écoles privées, la supériorité numérique des filles est remarquable, surtout dans les écoles privées élémentaires et secondaires, où les filles sont deux fois aussi nombreuses que les garçons.

La comparaison du programme de ces institutions privées avec celui des écoles publiques est très intéressante. Un bon moyen de faire cette comparaison, c'est de mettre par ordre numérique chaque matière enseignée, en commençant par celles qui sont enseignées au plus grand nombre dans chaque catégorie d'institutions. On trouvera ces chiffres dans les tableaux 56, 109 et 122. La coordination numérique est la suivante :

	Écoles privées élémentaires et secondaires	Écoles publiques secondaires	Collèges commerciaux privés
1	Anglais.....	Anglais.....	Sténographie.
2	Algèbre.....	Algèbre.....	Orthographe.
3	Français.....	Histoire.....	Dactylographie.
4	Latin.....	Arithmétique.....	Calligraphie.
5	Culture physique.....	Français.....	Correspondance.
6	Géométrie.....	Géométrie.....	Routine de bureau.
7	Musique.....	Latin.....	Calcul rapide.
8	Arithmétique.....	Culture physique.....	Documents de commerce.
9	Histoire d'Angleterre.....	Géographie.....	Classement.
10	Histoire du Canada.....	Art.....	Comptabilité.
11	Physique.....	Botanique.....	Arithmétique commerciale.
12	Chimie.....	Physique.....	Pratique commerciale.
13	Droit civique.....	Chimie.....	Droit commercial.
14	Géographie générale.....	Zoologie.....	Composition anglaise.
15	Français (oral).....	Travaux manuels.....	Arithmographie.
16	Histoire religieuse.....	Sciences ménagères.....	Secrétariat.
17	Histoire ancienne.....	Comptabilité.....	Affaires bancaires.
18	Géographie physique.....	Sténographie.....	Escompte et intérêt.
19	Art.....	Dactylographie.....	Miméographe.
20	Botanique.....	Trigonométrie.....	Vérification.
21	Sciences élémentaires.....	Sciences élémentaires.....	Calculateur rapide.
22	Elocution.....	Physiologie.....	Français.
23	Sciences ménagères.....	Manoeuvres militaires.....	Dictaphone.
24	Manoeuvres militaires.....	Agriculture.....	Administration.
25	Instruction religieuse.....	Allemand.....	Littérature anglaise.
26	Trigonométrie.....	Musique.....	Tenue des livres mécanique.
27	Allemand.....	Mathématiques appliquées.....	Géographie commerciale.
28	Sténographie.....	Droit commercial.....	Géographie économique.
29	Dactylographie.....	Travaux industriels.....	Droit civique.
30	Histoire d'Europe.....	Grec.....	Machine à facturer.
31	Comptabilité.....	Espagnol.....	Histoire du commerce et de l'industrie.
32	Zoologie.....		Règle barème.
33	Droit commercial.....		Théorie économique.
34	Dessin linéaire.....		
35	Psychologie.....		
36	Physiologie.....		
37	Travaux manuels.....		
38	Grec.....		
39	Espagnol.....		
40	Agriculture.....		
41	Histoire de France.....		
42	Espagnol (oral).....		
43	Italien.....		
44	Suédois.....		

Il est à remarquer que la première moitié, est celle des matières étudiées par la plus grande partie des élèves tant dans les écoles publiques que privées, couvre à peu près toutes les matières exigées par les départements de l'instruction publique et les universités pour les examens de matriculation et pour les diplômés non professionnels. Ceci démontre jusqu'à quel point les écoles privées suivent la route tracée par l'Instruction Publique ou par les universités. Il semble, cependant, que les écoles privées cultivent les langues étrangères et les sujets purement académiques un peu plus que les écoles publiques secondaires.

L'avantage particulier des écoles privées élémentaires et secondaires est évident quand on fait la comparaison du nombre des élèves avec celui des professeurs, et la distribution des degrés par âges. Pour 17,399 élèves, il y a 1,089 professeurs, ou un instructeur pour 16 élèves, alors que les écoles publiques en ont un pour 40 élèves. La formation individuelle qui en résulte est très importante. De plus, la distribution des âges par degrés, dans les tableaux 111 et 119, comparée à la distribution correspondante des écoles publiques, tableau 14, montre que certaines de ces écoles privées ont certainement des sujets modèles et sélectionnés. Cette sélection est surtout évidente dans une certaine école dont la distribution est donnée dans la section consacrée à l'enseignement spécial (page 122) pour montrer quel peut être le rôle de l'école privée dans l'instruction des élèves avancés. Si les retards et les avances des élèves entre 7 et 13 ans de cette école sont calculés sur la même base que dans la page 122, au sujet du tableau 13, on remarque surtout ce qui suit:

Élèves retardataires	Élèves avancés
1 an.....0	44 ou 20.6 p.c. du total
2 ans.....0	85 " 40 "
3 ans ou plus.....0	84 " 39.4 "
Total.....0	213 " 100 "

	P.C. des retardataires		Pourcentage des avancés	
	Toutes les écoles	École privée citée comme exemple	Toutes les écoles	École privée citée comme exemple
1 an ou plus.....	23.8	-	19.4	20.6
2 ans.....	9.9	-	6.5	40.0
3 ans ou plus.....	4.1	-	2.3	39.4
Total.....	37.8	-	28.2	100.0

Age	Degré médian	
	Toutes les écoles	École privée citée en exemple
7 ans.....	1.58	-
8 ans.....	2.17	5.50
9 ans.....	2.87	5.50
10 ans.....	3.89	5.89
11 ans.....	4.74	6.75
12 ans.....	5.60	8.06
13 ans.....	6.53	9.02

Il y a là des indications que la distribution ci-dessus est grandement affectée par le caractère des sujets pris comme exemples. Comme il n'y a pas d'enfants de moins de huit ans dans l'école citée, et que ceux qui y entrent à l'âge de huit ans sont déjà dans le degré V, il est évident que leur instruction primaire leur a été procurée ailleurs et que presque tous sont des enfants exceptionnellement brillants.

RÉSUMÉ DES LOIS SCOLAIRES PASSÉES EN 1922 DANS LES DIFFÉRENTES PROVINCES

ÎLE DU PRINCE-ÉDOUARD

(Néant)

NOUVELLE-ÉCOSSE

Loi sur l'instruction publique.—Le chapitre 39 amende le chapitre 9 de la loi de 1918, en portant de douze à vingt le nombre des versements annuels qu'une commission scolaire peut faire pour rembourser un emprunt; il ajoute aux dépenses recouvrables au moyen de la taxe scolaire le paiement des frais de toute délégation envoyée à un congrès avec l'autorisation du Conseil et il porte de \$600 à \$1,000 le traitement qui peut être payé aux instituteurs et inspecteurs en vertu de la loi de 1918. «Toute Commission, et les syndics de toute section ouvriront chaque année, avant le 1er septembre, un registre contenant le nom et l'âge de tout enfant ou adolescent de quatre à dix-huit ans habitant cette section scolaire, de même que le nom des parents et leur adresse.» La loi rend plus rigoureuse l'interdiction de faire travailler pendant les heures de classes les enfants n'ayant pas encore 16 ans, en changeant «aucun enfant..... ne sera employé à travailler.....» par «nul ne pourra faire ou laisser travailler..... un enfant.....»

NOUVEAU-BRUNSWICK

Loi des écoles.—Le chapitre 5 de la loi de 1922 amende le chapitre 50 des statuts consolidés de 1903, de la manière suivante:

Le Conseil de l'Instruction Publique se compose du lieutenant-gouverneur, des membres du conseil exécutif, du chancelier de l'université du Nouveau-Brunswick et du directeur général de l'enseignement. Il peut établir une école normale avec des classes modèles, la moitié des traitements des instituteurs de ces classes étant payée par la ville de Fredericton; il peut faire des avances à des élèves méritants et qualifiés afin de leur permettre de compléter leurs cours à l'école normale provinciale, et leur allouer jusqu'à \$24 pour leurs frais de voyage; il peut créer des districts d'inspection et nommer des inspecteurs compétents jusqu'au nombre de 8, dont le traitement ne pourra dépasser \$2,000, plus une allocation ne dépassant pas \$500 par année pour frais de voyage, etc.; il peut diviser la province en districts scolaires et créer de nouveaux districts, aucun district ne devant compter moins de 50 enfants âgés de 6 à 16 ans, à moins que sa superficie n'exécède 3½ milles carrés; il peut faire des règlements pour l'organisation, l'administration et la discipline des écoles, des édifices et terrains scolaires, la classification des écoles et des instituteurs, la régie des examens, la nomination des instituteurs, l'octroi d'allocations et de permis; de décréter ce que seront les livres et le mobilier scolaires et de déterminer le programme d'études des différentes classes; de statuer sur les appels des décisions des inspecteurs et de rédiger et publier les règlements en vertu desquels l'argent peut être prélevé et dépensé; de donner les privilèges scolaires à tout district qui n'a pas pu se former un bureau de syndics et d'autoriser l'inspecteur à assumer les devoirs des syndics dans tel district; de disposer de tout l'argent et tous les biens appartenant à un district scolaire en désorganisation et de les garder en fiducie pour la protection des créanciers. Le directeur général de l'enseignement, qui dépend du Conseil de l'Instruction publique, exerce son autorité sur les inspecteurs; il doit faire appliquer la loi et les règlements scolaires; il doit répartir les fonds scolaires du comté suivant la loi; il doit préparer un rapport annuel; comme président du sénat de l'université, il doit, quand il est présent, présider aux assemblées des syndics et convoquer les assemblées spéciales. L'inspecteur doit examiner les écoles et les édifices et faire un rapport; expliquer la loi aux syndics et aux instituteurs; rappeler aux instituteurs leurs devoirs; aider l'inspecteur en chef à uniformiser le système scolaire; nommer un ou des syndics en certains cas; désigner les districts qui, à cause de leur pauvreté, devront être aidés l'année suivante:

Ressources.—Les traitements des instituteurs sont assurés: (1) par le trésor provincial, (2) par le fonds scolaire du comté, et (3) par la cotisation du district. Toutes les autres dépenses fixes ou courantes doivent être payées au moyen de la cotisation locale ou de district, et l'achat ou la construction d'écoles peut être payé par des emprunts ne dépassant pas sept ans, à moins d'une loi spéciale.

Aide provinciale et minimum des traitements.—Les instituteurs diplômés doivent être rémunérés suivant l'échelle suivante: 1ère classe, \$135 par année pour les deux premières années depuis la troisième année jusqu'à la septième, \$150 par année, et après la septième, \$175 par année; 2ième classe, \$108 par année pour les deux premières années, \$120 par année de la troisième à la septième années et \$140 par année subséquemment; 3ième classe, \$80 pour les deux premières années, \$90 de la troisième à la septième années et \$100 par année après la septième année; les instituteurs-adjoints, s'ils ont une classe dans une salle distincte, mais sous le même toit que l'école, et s'ils enseignent régulièrement au moins quatre heures par jour, recevront la moitié des sommes ci-dessus mentionnées, suivant leur classe. Ces traitements sont payables semestriellement et au prorata.

Dans les districts dont l'évaluation est de \$20,000 ou moins, le minimum de traitement total sera de \$500; de plus de \$20,000 et moins de \$50,000, \$600; de \$50,000 ou plus, \$700. Le conseil de l'instruction publique peut refuser de verser les octrois aux syndicats qui paient ou aux instituteurs qui acceptent moins que le minimum de traitement spécifié.

Les districts scolaires ayant une organisation spéciale pour les élèves retardataires pourront recevoir une allocation susceptible d'atteindre \$100 pour chaque classe à l'usage de ces retardataires et l'instituteur qui a suivi un cours spécial d'aptitude à cet enseignement pourra recevoir une allocation de \$100.

Cotisation de comté.—Il sera prélevé 60 cents sur chaque habitant du comté, plus un quantum ne dépassant pas 10 p.c. des dépenses et pertes du secrétaire du comté; cet argent doit être distribué par le directeur général de l'enseignement, une moitié à la fin de chaque semestre et affecté au paiement du traitement des instituteurs, de la manière suivante: une somme de \$60 (ou le prorata du temps consacré) à chaque bureau de syndicats pour chaque instituteur diplômé; le reste, moins certains montants qui doivent être versés à l'école pour les aveugles et les sourds, doit être distribué entre les différentes écoles en prenant pour base la moyenne de la fréquentation scolaire pendant le semestre.

Cotisation de district.—Cette cotisation est prélevée sur (1) tout citoyen mâle (les membres du clergé excepté) de 21 à 60 ans, sous forme d'une taxe de capitation de \$1; le surplus des fonds dont la perception est autorisée sera prélevé sur la propriété foncière et sur le revenu.

Aide aux districts pauvres.—Les districts qui ont droit à une aide spéciale à cause de leur pauvreté peuvent recevoir de la province un octroi ne dépassant pas la moitié de ce qui est régulièrement octroyé au district sur la classification des traitements des instituteurs; ils peuvent aussi recevoir du comté un montant ne dépassant pas le double de ce qui est versé aux autres districts en raison de la fréquentation scolaire. Le maximum de la contribution d'un comté au traitement des instituteurs des districts pauvres est de \$120 par année et par instituteur, excepté dans les cas où l'évaluation n'est que de \$5,000 ou moins, auquel cas il est permis d'y pourvoir d'une manière spéciale.

District scolaire.—Le district élit ses syndicats et un vérificateur (qui ne doit pas être un syndic) et décide de toutes les contributions en faveur des écoles par le district; chaque année, il peut déléguer un ou plusieurs représentants aux congrès des syndicats ou des instituteurs et payer leurs dépenses; une assemblée annuelle doit être tenue le deuxième lundi de juillet; peuvent voter à cette assemblée les contribuables habitant le district et qui ont payé toutes leurs redevances scolaires de district pour l'année écoulée.

Edifices scolaires.—Un district de 50 écoliers ou moins, doit avoir une maison d'école avec un instituteur; de 50 à 80 écoliers, une maison d'école avec une classe dans une pièce séparée, un instituteur et un adjoint; de 80 à 100 écoliers, une maison d'école comprenant deux salles de classe avec un instituteur et deux adjoints, ou bien une maison à deux logements, petite et grande classe, avec deux instituteurs, ou dans certains cas, deux maisons, une pour les plus jeunes et l'autre pour les plus avancés; de 100 à 150 écoliers, une maison avec deux logements et une salle de classe, avec deux instituteurs et au besoin un adjoint, ou, si le district est long et étroit, trois maisons, etc.; de 150 à 200 écoliers, une maison avec trois logements et une salle de classe, trois instituteurs, et si nécessaire, un adjoint; de 200 écoliers ou plus, une, ou des maisons avec l'espace suffisant pour loger les classes primaires et les classes avancées, de sorte que dans les districts de 600 écoliers ou plus, la proportion des écoliers des cours primaires, avancés et de haute école soient d'environ comme 8 et 3 sont à 1.

Dans les cas où les enfants habitent trop loin de l'école, les contribuables peuvent décider par le vote s'ils doivent leur fournir des moyens de transport; chaque fois que la majorité des contribuables consultés dans deux ou plusieurs districts contigus, décident de s'unir pour l'établissement d'une école de district et d'organiser le transport des écoliers, la province devra contribuer la moitié du coût de ce transport; le Conseil de l'instruction publique peut ordonner l'union de deux ou plusieurs districts contigus et le voiturage des écoliers; quand le nombre des districts ainsi unis est de trois, ou plus, le nombre des syndicats peut être porté à sept; le conseil de l'instruction publique peut consacrer chaque année une somme de \$5,000 pour procurer les avantages scolaires aux écoliers habitant des régions isolées, soit en payant leur pension dans les districts où il y a des écoles, soit en payant pour leur transport.

Le bureau des syndics a le pouvoir, et le devoir de donner gratuitement l'enseignement scolaire à tous les résidents âgés de 6 à 20 ans, et les personnes de 20 ans ou plus, ayant la faculté d'en profiter s'il y a accommodation suffisante; de régler la fréquentation de l'école suivant les besoins de chaque classe, et de fournir aux enfants les livres et autres accessoires, si les parents y manquent, ces dépenses devant être remboursées par les personnes responsables, à moins d'exemption; de fournir des prix, mais pas sur chaque matière enseignée; de refuser l'admission des classes aux enfants qui n'ont pas été vaccinés. L'instituteur se renseignera sur le nombre de familles dans le district, le nombre d'enfants en âge de fréquenter les écoles, ainsi que le nombre et la cause des absences, etc.

Ecoles supérieures et de grammaire.—Chaque comté a droit à une école supérieure pour chaque 6,000 habitants; ou dans certaines circonstances, à une école additionnelle; tout comté peut avoir une école de grammaire de comté; si un comté n'a pas d'école de grammaire, le conseil de l'instruction publique peut y établir une école supérieure additionnelle, mais une école de grammaire et une école supérieure ne peuvent être établies dans une même paroisse, à moins de circonstances spéciales, la contribution provinciale au traitement d'un instituteur ayant ses brevets d'école supérieure ou d'école de grammaire est de \$250 par année pour les sept premières années, et plus tard, de \$275 par année, pourvu que les syndics paient au moins autant; pour l'instituteur d'une école de grammaire de comté porteur d'un brevet d'école de grammaire et se conformant au programme d'enseignement, \$350 par année pour les sept premières années et ensuite, \$400 par année; cependant, cet octroi ne peut être donné à plus de quatre instituteurs dans une même école de grammaire. Toutes les écoles bénéficieront du fonds scolaire du comté; la fréquentation des écoles supérieures, à partir de la septième classe et au-delà, sera gratuite pour tous les habitants de la ou des paroisses où est située l'école; les écoles de grammaire de comté sont gratuites pour tous les enfants du comté, à partir de la neuvième classe. Le conseil de l'instruction publique peut contribuer à la formation d'une bibliothèque un montant égal à la moitié de celui dépensé par le district, mais ne peut dépasser \$20.

Caractère des écoles.—Toutes les écoles seront neutres. Dans les villes où le nombre des enfants enrôlés dépasse 2,000 le conseil de l'instruction publique pourra engager un directeur; dans les cas où le nombre des enfants entre 6 et 20 ans (outre les aveugles, les sourds et les muets) ne dépasse pas 12 et où la moyenne de fréquentation n'atteint pas 6, il ne sera pas ouvert d'école, à moins d'une permission spéciale, pourvu que l'assemblée scolaire annuelle soit tenue et qu'à chaque assemblée scolaire soient votés les fonds nécessaires au voiturage des enfants jusqu'à l'école la plus rapprochée, et au paiement des contributions exigées par cette école.

Travaux manuels.—La province donne un octroi au moins égal à la moitié de la somme dépensée pour l'outillage des cours d'enseignement manuel ou ménager; un instituteur qualifié en enseignement manuel reçoit une gratification de \$50 en plus de son octroi provincial; s'il enseigne dans plusieurs écoles et consacre tout son temps à cet enseignement, sa gratification sera de \$200 par année; les instituteurs suivant des cours dans des écoles d'enseignement manuel approuvées ont droit au remboursement de leurs dépenses de voyage, à l'égal de ceux qui vont à l'école normale; les instituteurs qui ont un brevet d'enseignement de l'histoire naturelle et de l'agriculture et qui donnent cet enseignement dans les jardins de l'école ont droit à l'octroi du gouvernement fédéral à l'enseignement agricole, et les syndics ont droit à leur part de cet octroi pour les dépenses encourues dans l'entretien des jardins, etc. Ce travail est sous la direction du directeur de l'agriculture élémentaire. L'enseignement est sous le contrôle général du ministre de l'Agriculture, mais en autant qu'il affecte les écoles publiques, il se trouve sous la direction du directeur général de l'enseignement. Il peut être accordé des bourses, de \$50 pour les femmes et \$75 pour les hommes, aux instituteurs désignés pour suivre des cours de trois mois aux collèges Macdonald, de Guelph, etc.

Ecoles centralisées.—Si trois districts scolaires, ou plus, s'unissent pour l'établissement d'une école centrale avec jardin et classe de travaux manuels, la province peut accorder un octroi additionnel de \$1,000 par année, outre toutes les allocations pour le voiturage des enfants, et pour les cours manuels, mais le total de tous les octrois à tous les districts combinés ne peut dépasser \$7,000 par année.

QUÉBEC

Université de Bishop's College.—Le chapitre 4 autorise la province à donner à l'université Bishop's College une somme n'excédant pas cent mille dollars, payable par versements annuels de vingt mille dollars chacun, à prélever sur les recettes ordinaires annuelles.

Loi des subventions aux collèges classiques.—Le chapitre 5 définit le collège classique comme toute institution d'enseignement secondaire actuellement existante et reconnue comme telle par le comité catholique du conseil de l'instruction publique. Il est loisible au lieutenant-gouverneur en conseil d'attribuer annuellement, aux fins de la présente loi, une somme n'excédant pas \$230,000 payable à même le fonds consolidé du revenu, et à l'expiration de chaque année scolaire il peut être octroyé \$10,000 à chaque collège dûment reconnu. Le lieutenant-gouverneur en conseil peut mettre annuellement à la disposition du comité protestant de l'instruction publique pour distribution aux écoles protestantes une somme n'excédant pas \$40,000, à prendre sur le crédit ci-dessus. Cette subvention est applicable à l'aménagement ou à la création de cabinets et de

laboratoires de sciences, à l'achat de livres et, de façon générale, ou perfectionnement de l'enseignement secondaire. Tout collège subventionné doit, autant qu'il lui est possible, envoyer, chaque année, aux écoles normales supérieures, de Québec, de Montréal ou d'ailleurs, des élèves ou professeurs qui se destinent à l'enseignement secondaire, pour y obtenir les diplômes de compétence qui y sont décernés. Un collège classique peut appliquer une partie de la subvention qu'il reçoit au paiement de l'instruction qu'il a donnée gratuitement pendant l'année scolaire à des élèves pauvres. A l'expiration de chaque année scolaire tout collège classique subventionné doit transmettre au surintendant de l'instruction publique, un état indiquant le nom de ses professeurs diplômés d'une école normale supérieure.

Loi de l'instruction publique.—Le chapitre 46 amende la loi de l'instruction publique, statuts révisés de 1909, comme suit: les mots «école», «école publique» ou «école sous contrôle» désignent toute école sous le contrôle des commissaires ou des syndics d'écoles; les mots «école subventionnée» signifient toute école privée qui reçoit une allocation du gouvernement sur les fonds votés pour l'éducation; les mots «école primaire élémentaire» et les mots «école primaire supplémentaire» désignent toute école de l'un ou l'autre de ces degrés dont le programme d'études est déterminé par le comité catholique du conseil de l'instruction publique; les mots «école élémentaire» désignent toute école primaire élémentaire; les mots «école modèle» toute école primaire intermédiaire, et les mots «école académique» ou «académie», toute école primaire supérieure dont le programme d'études est déterminé par le conseil de l'instruction publique. Chaque comité fera des règlements (sujets à l'approbation de la province) pour déterminer ce qui constitue chacune des écoles mentionnées, et aussi ce qui constitue une école maternelle. Les diplômes décernés par le bureau central des examinateurs catholiques pour les écoles élémentaires et modèles confèrent le droit d'enseigner dans cette école primaire élémentaire, et les diplômes décernés pour une école académique confèrent le droit d'enseigner dans toute école primaire complémentaire. Tout enfant peut fréquenter l'école primaire complémentaire ou, suivant le cas, l'école modèle ou académique de sa municipalité, mais nul enfant résidant hors de l'arrondissement où est située l'école ne peut la fréquenter s'il n'a les connaissances requises pour en suivre les cours. Les écoles primaires complémentaires et les écoles modèles ou académiques, ainsi que celles établies en vertu des articles 2766 et 2767 (écoles de filles établies par les commissaires ou syndics dans leur district, à part des écoles de garçons, ou les écoles de garçons à part celles des filles, ou les écoles appartenant à une section religieuse et placées sous l'administration de commissaires ou syndics) comptent chacune pour un arrondissement scolaire. La rétribution mensuelle doit être uniforme pour toutes les écoles élémentaires ou primaires élémentaires d'une même municipalité. Pour les écoles élémentaires ou primaires élémentaires, la rétribution ne doit en aucun cas excéder cinquante cents par mois, mais elle ne doit pas être moindre de 5 cents par mois; elle peut être plus élevée pour les écoles primaires complémentaires, les écoles modèles et les écoles académiques. La rétribution mensuelle est exigible pour tout enfant de sept à quatorze ans qui assiste ou non à l'école, à moins qu'il n'en soit exempt en vertu de l'article 2743 (pour indigence, surdité, mutité, cécité, maladie, absence de la municipalité, pour suivre d'autres écoles comme pensionnaire, etc.) et pour chaque écolier de 5 à 7 ou de 14 à 16 ans et pour celui de 16 à 18 ans qui suit les cours primaires complémentaires ou les cours modèles ou académiques d'une école de sa municipalité. Mais aucun enfant de 7 à 14 ans ne peut être renvoyé de l'école pour défaut de paiement de cette contribution. S'il s'agit d'une cotisation pour l'achat ou la construction d'une école primaire complémentaire ou d'une école modèle ou académique, l'arrondissement où cette école est située est d'abord imposé pour la somme qui aurait été nécessaire pour une école élémentaire ou une école primaire élémentaire, selon le cas; le surplus nécessaire doit être imposé sur l'ensemble de la municipalité, l'arrondissement payant sa quote-part comme les autres. Deux municipalités scolaires ou plus peuvent s'unir pour construire ou entretenir une école, laquelle est alors sous le contrôle de la corporation scolaire de la municipalité où elle est située, mais les commissaires ou syndics d'écoles de l'autre ou des autres municipalités qui se sont unies pour contribuer à la construction ou à l'entretien de telle école, ont le droit d'être représentés par un ou plusieurs d'entre eux, aux séances de la commission scolaire de la municipalité où celle-ci est située, de prendre part à la discussion et de voter sur toutes les questions se rapportant à l'administration de cette école. Par l'article 2944 la province avait le droit d'attribuer à l'enseignement primaire 2,500,000 acres de terres domaniales, le produit de leur vente devant être employé à la création d'un capital placé à 4 pour cent par année et devant rapporter annuellement \$180,000, le capital et le revenu devant former un fonds d'instruction publique placé, en obligations fédérales ou provinciales ou autres valeurs de tout repos. Par la loi de 1922, le revenu du dit fonds doit être employé à développer l'instruction élémentaire dans les municipalités pauvres; à aider les écoles dont sont appelés à bénéficier les classes ouvrières dans les cités et les villes; à aider à la création, par les commissions scolaires, d'écoles primaires complémentaires ou d'académies dans les municipalités pauvres, jusqu'à concurrence de \$20,000; à améliorer la condition des instituteurs; à fournir gratuitement les livres de classe, et, généralement, à répandre d'une manière plus efficace l'instruction élémentaire dans toute la province. Les écoles normales catholiques donneront des brevets de capacité pour les écoles primaires élémentaires et les écoles primaires complémentaires, et les écoles normales protestantes, pour les écoles élémentaires, modèles, primaires intermédiaires, académiques ou primaires supérieures, et le surintendant doit délivrer un brevet de capacité à tout élève d'une école normale qui a obtenu du principal qui la dirige, un certificat constatant qu'il y a suivi avec succès un cours régulier d'études. Les commissaires ou les syndics d'écoles peuvent s'unir dans le but d'établir une ou plusieurs écoles primaires complémentaires ou académiques.

Fonds des écoles élémentaires.—Le chapitre 47 amende l'article 2947 des statuts refondus de 1909 en pourvoyant à ce que l'octroi annuel aux écoles élémentaires soit de \$200,000 au lieu de \$150,000, et ce jusqu'à ce que le revenu annuel du fonds des écoles élémentaires ait atteint \$150,000.

Loi des cours professionnels.—Le chapitre 54 donne au lieutenant-gouverneur en conseil le pouvoir d'encourager, au moyen de subventions spéciales et annuelles, la création et le maintien de cours professionnels dans toute municipalité scolaire. Il ne peut être payé aucune subvention pour le maintien de cours professionnels dans une école publique à moins qu'une somme au moins égale n'ait été dépensée pour les mêmes fins dans cette école; les corporations municipales sont autorisées à adopter des règlements pourvoyant à l'octroi et au paiement des deniers que les écoles sont tenues de fournir pour avoir droit à la subvention spéciale susmentionnée. Les cours professionnels sont soumis à la surveillance et à l'inspection de tout fonctionnaire nommé à cette fin par le lieutenant-gouverneur en conseil, qui pourra aussi nommer des professeurs et directeurs aux mêmes fins. Seules les écoles publiques peuvent bénéficier de cette subvention.

Ecoles des beaux-arts de Québec et de Montréal.—Le chapitre 55 autorise le lieutenant-gouverneur en conseil à établir une école des beaux-arts dans chacune des cités de Montréal et de Québec, et pour leur bon fonctionnement à nommer un conseil supérieur de cinq membres, pour trois ans, ainsi que le personnel nécessaire.

Loi des concours littéraires et scientifiques.—Le chapitre 55 autorise l'institution de concours littéraires et scientifiques et une somme de \$5,000 par année est affectée annuellement à ces fins.

ONTARIO

Loi du ministère de l'instruction publique.—Le chapitre 985, article 2, de 1922, amende cette loi en ce qui concerne la répartition de la subvention aux écoles rurales publiques ou séparées, pourvoyant à un mode plus équitable de distribution en permettant au ministre de tenir compte des circonstances particulières à chaque école. Un autre amendement pourvoit à ce que, en opérant la classification des établissements scolaires régie par l'article 6 de cette loi, le ministre puisse, avec la sanction du gouvernement provincial, déclarer que toute école publique ou séparée d'un village, ou d'une ville dont la population ne dépasse pas 2,000 âmes, soit qualifiée école rurale soit publique soit séparée.

Loi des écoles publiques.—Telle qu'amendée en 1921, cette loi permettait à cette partie d'un district rural se trouvant contigu à une ville, par l'intermédiaire des commissaires d'écoles, de faire des arrangements avec la commission urbaine pour l'usage conjoint de certaines écoles; elle disposait aussi que tous les biens d'une commission scolaire quelconque située dans le territoire d'un district scolaire cantonal, appartiendraient de plein droit à la commission scolaire cantonale. Le chapitre 98 de 1922 rend la commission scolaire cantonale responsable de toutes les dettes et obligations de chacune des sections scolaires du canton, et les dettes de chaque commission doivent être payées au moyen d'une cotisation générale de toute la propriété imposable pour fins scolaires dans le canton. Un autre amendement de la loi permet l'union de deux ou plusieurs sections scolaires, comprenant une municipalité urbaine afin de pourvoir aux cas où une municipalité urbaine est mieux en état de faire face aux besoins du plus grand nombre. Cet arrondissement scolaire peut se composer de plusieurs parties de plusieurs cantons et d'une ville voisine ou peu éloignée, avec l'approbation des sections suburbaines, et pourvu que chaque section, consultée régulièrement ait approuvé formellement le projet d'union. Un autre amendement permet d'admettre à une école un élève qui réside en dehors de l'arrondissement si l'inspecteur certifie qu'il y a de la place pour cet élève, et si cette école lui est plus facilement accessible que celle de sa section; dans ce cas, les parents ou tuteurs seront cotisés pour fins scolaires par la municipalité où ils sont domiciliés mais la corporation scolaire devra rembourser à sa voisine toute cotisation ainsi perçue, jusqu'à concurrence de ce qui est due à celle-ci.

Loi des écoles centralisées.—Un amendement à cette loi pourvoit à ce que, dans les cas où un district d'écoles centralisées couvre une municipalité urbaine et une municipalité rurale, ou une ou plusieurs parties de l'une et de l'autre, la commission des écoles centralisées devra avant de faire une émission d'obligations obtenir le consentement du conseil de chaque municipalité urbaine et se conformer à toutes les formalités régissant l'émission de débetures par une municipalité urbaine.

Loi des hautes écoles.—Un amendement à cette loi autorise tout conseil de comté, sur requête des deux tiers des contribuables d'une municipalité ou d'une partie de municipalité, restée attachée à ce comté et contiguë à un arrondissement de haute école de ville ou de village de ce comté, d'unir la dite municipalité, ou partie de la dite emunicipalité, au dit arrondissement pour fins de haute école, l'union devant s'effectuer le premier jour de janvier suivant l'expiration des six mois écoulés après l'adoption du règlement. Un autre amendement à la loi des hautes écoles pourvoit à l'établissement d'un canton dans un district fédéral provisoire, comme district de haute école, la commission d'administration devant se composer de six membres nommés par le conseil du canton. Un autre amendement de la loi des hautes écoles a trait aux élèves du comté fréquentant une haute école qui n'est pas du district scolaire auquel appartient leur municipalité; quand la municipalité n'est pas comprise en entier dans le district scolaire, l'article de la loi couvrant la cotisation pour fins de haute école ne s'applique qu'à cette partie de la municipalité qui n'est pas comprise dans le district de la haute école, pourvu que la contribution ne soit pas exigible là où le conseil de comté donne un octroi au lieu de l'équivalent de la subvention votée par la législature.

Loi de l'enseignement industriel de 1920.—Les articles 17 et 20 restent en vigueur et formeront partie de la loi des écoles d'apprentissage de 1921.

Loi de la fréquentation scolaire.—Le conseil de chaque canton doit nommer un ou plusieurs officiers chargés spécialement de la fréquentation scolaire, mais sans préjudice aux pouvoirs et aux attributions du fonctionnaire provincial nommé aux mêmes fonctions; dans les territoires non organisés municipalement, le bureau des syndics de l'école publique ou séparée peut nommer un officier de fréquentation scolaire, et les syndics peuvent nommer un officier de fréquentation pour chaque école publique ou séparée employant au moins 5 instituteurs.

Loi de retraite des instituteurs et des inspecteurs.—Deux des dispositions de cette loi ont été modifiées. D'une part, les années de service antérieures au premier avril 1917, comporteront, au regard de la retraite, pour six mois de service chacune. D'autre part, les héritiers d'un instituteur ou d'un inspecteur décédé avant d'avoir obtenu sa retraite, recevront le remboursement intégral des sommes versées par lui au fonds de retraite, auxquelles s'ajoutera l'intérêt à 5 p.c.

Loi des écoles pour les sourds et pour les aveugles.—Une modification de cette loi permet l'adoption de règlements autorisant le paiement des frais de voyage, de vêtement et de séjour des écoliers indigents pendant les vacances, aux frais de la municipalité, qui a le pouvoir de les récupérer.

Loi des écoles séparées.—Un amendement permet à la commission de limiter le nombre des syndics à six dans les villes divisées en quartiers; là où une résolution en ce sens est adoptée, l'élection des syndics se fait par tous les contribuables de la municipalité supportant les écoles séparées; on peut déterminer par tirage au sort ceux des syndics qui devront se retirer afin de permettre une élection; à l'avenir, trois nouveaux syndics seront élus chaque année.

Loi des sites scolaires.—Cette loi a été modifiée de manière à donner aux syndics des écoles séparées des pouvoirs égaux à ceux des écoles publiques, en matière d'expropriation.

MANITOBA

Bien-être de l'enfance.—Le chapitre 2 est la refonte des lois protectrices de l'enfance. Il crée un service de bien-être public et un directeur du bien-être de l'enfance, ayant mission de surveiller l'application de la loi. Il peut établir des refuges ou foyers pour les enfants négligés, faibles d'esprit et tous enfants qui sont à la charge de la province; le personnel de ce service doit comprendre un médecin d'expérience dans les maladies mentales; un bureau de surveillance, composé de 5 ou 7 membres (dont un catholique romain) dont les fonctions sont honorifiques et dont le directeur et le médecin sont membres, chargé d'étudier les conditions physiques, mentales et morales des enfants à la charge de la province. Il pourvoit à la création de tribunaux pour les jeunes délinquants et à la nomination des juges qui doivent les présider; il autorise aussi l'établissement d'une maison de détention pour les prévenus en attendant leur comparution devant le tribunal. Un enfant peut être arrêté sans mandat et gardé à la maison de détention en attendant sa comparution, s'il a déserté, s'il est en mauvaise compagnie, s'il est sans gîte, s'il ne reçoit pas les soins médicaux dont il a besoin, s'il mendie, s'il est employé contrairement à la loi, s'il fréquente certains lieux malfamés, s'il ne fréquente pas régulièrement l'école ou si de toute manière sa conduite est vraiment répréhensible. C'est la municipalité qui paie les frais de la détention temporaire. Le public n'est pas admis au procès de ces enfants. Les enfants de mentalité défectueuse sont classés en trois catégories: les idiots, les imbeciles et les faibles d'esprit. Le directeur doit s'efforcer de remonter aux sources de chaque cas d'infirmité physique chez les enfants et le ministre doit prendre les moyens de faire étudier ces cas afin de donner aux infirmes une éducation spéciale. Toute organisation ou tout agent qui désire placer de jeunes immigrés doit d'abord en obtenir l'autorisation et déposer un cautionnement de \$500 au trésor du ministère. L'enfant placé est enregistré comme à la charge de la province et l'organisation est responsable de son entretien. Il y a une amende contre l'importation d'enfants, infirmes ou criminels. Une amende de \$500 est imposable à quiconque, maltraite un enfant placé. Le chapitre donne aussi les conditions auxquelles peuvent être incorporées les organisations du bien-être de l'enfance. Une pénalité est décrétée contre ceux qui maltraitent ou négligent les enfants ou qui cherchent à les détourner de leurs devoirs.

Loi des écoles publiques.—Le chapitre 15 modifie la loi des écoles publiques en ce qui concerne le renvoi des écoliers réfractaires; pour ce qui est de la nomination de cotiseurs par la commission des taxes du Manitoba, dans les territoires non organisés, les syndics de chaque district scolaire doivent chaque année obtenir de la commission l'autorisation de prélever par cotisation toutes les sommes nécessaires au maintien des écoles, et la commission décrètera le fait même un district qu'elle jugera raisonnable; si les syndics négligent ce devoir, la Commission pourra agir *proprio motu*. Lors de l'érection d'une nouvelle municipalité, tout district scolaire qui, par suite de cette érection, tombe sous les règlements de deux municipalités, ou qui est en partie dans une municipalité organisée et partie dans un territoire non organisé, devient par le fait même un district d'union scolaire. L'association des syndics d'écoles du Manitoba reçoit un octroi de \$4,000 par année. Le district scolaire n° 1 de Winnipeg est autorisé à créer un fonds de pension pour ses fonctionnaires et employés autres que les instituteurs, comprenant les directeurs et les sous-directeurs du district, et dans son budget annuel le district peut porter les sommes nécessaires au maintien de ce fonds de pension. Le district est autorisé à garantir le paiement de cette pension et à recevoir des dons et legs au bénéfice du dit fonds.

SASKATCHEWAN

Bureau de protection de l'enfance.—Le chapitre 5 pourvoit à la création d'un bureau de protection de l'enfance, dirigé par un commissaire et son personnel, sous le contrôle d'un ministre, lequel sera chargé (a) de l'application de la loi de protection de l'enfance; (b) de la loi des tribunaux pour enfants et (c) de la loi de l'allocation aux mères.

Loi de l'enseignement secondaire.—Par le chapitre 46, cette loi est modifiée de manière à porter de \$1.50 à \$4 par jour et par professeur l'octroi à tout district possédant une haute école ou un institut collégial, pourvu que, dans les cas où l'école enseigne les matières du degré VIII, ce qui nécessite un nombre additionnel d'instituteurs, l'octroi spécifié ci-dessus ne sera payé que pour un des instituteurs additionnels: quant aux autres instituteurs, ils auront droit à l'octroi ordinaire selon la loi des subventions scolaires, une moyenne de 35 élèves dans le degré VIII étant considérée suffisante pour constituer une école.

Loi des écoles.—Le chapitre 47 abroge les articles 184, 185 et 186 de la loi des écoles, concernant l'enseignement manuel, industriel et callisthénique. L'article 203 donnant aux syndics qui maintiennent une classe exclusivement pour les élèves passés le degré VII, le droit de percevoir une rétribution mensuelle, est modifié de manière à exempter de la rétribution les élèves du degré VIII. L'article 204 concernant l'admission dans une école d'un enfant venant d'un district où il n'y a pas d'organisation scolaire et permettant d'exiger de lui une contribution de 15 cents par jour au lieu de 10, et les articles 211 et 212, concernant les maladies contagieuses, sont abrogés.

Loi de fréquentation scolaire.—Le chapitre 48 modifie les articles 3, 6, 16, 18, 19, 21, 22 et 25, rendant la fréquentation obligatoire, et portant de 14 à 15 ans la limite de cette obligation; un registre doit être tenu contenant toutes les informations utiles concernant les enfants n'ayant pas atteint cet âge.

Loi de la cotisation scolaire.—Le chapitre 49 modifie la loi en ce qui concerne la commission des cotiseurs, la preuve, les pénalités et la rémunération des cotiseurs.

Loi des subventions scolaires.—Le chapitre 50 modifie la loi des subventions scolaires en autorisant un octroi de \$200 à tout district, en dehors d'une municipalité de cité, ville ou village, qui construit une maison pour la résidence de l'instituteur; article un en vertu duquel la province contribuait un tiers de la construction du logement de l'instituteur dans les districts pauvres, est abrogé; à l'article exigeant une fréquentation moyenne de 20 élèves par instituteur dans toute école de deux classes ou plus, il est ajouté un paragraphe, stipulant que dans les classes à l'usage exclusif des élèves ayant dépassé le degré VII, la fréquentation moyenne doit être d'au moins 15 élèves.

Loi de l'enseignement vocationnel.—Le chapitre 51 modifie la loi de l'enseignement vocationnel; certaines défenses sont faites aux membres du comité de l'enseignement vocationnel et certaines pénalités sont infligées.

ALBERTA

Ordonnances scolaires.—Le chapitre 62 modifie la loi des ordonnances en ajoutant les écoles techniques, les écoles de commerce et les expositions scolaires à la liste des institutions placées sous l'autorité du département de l'instruction publique; en permettant aux syndics de faire payer une contribution mensuelle de \$3 par mois aux élèves fréquentant les classes au-dessus du degré VII, s'ils ne sont pas du district et si leurs parents ou tuteurs n'habitent pas dans un district dépourvu d'organisation scolaire; et en substituant au nom «école secondaire centralisée», celui de «haute école rurale».

Loi des subventions scolaires.—Cette loi est modifiée par le chapitre 63; tout district possédant des classes exclusivement pour travaux de haute école et dont le nombre d'instituteurs ne dépassait pas 12, recevait autrefois une allocation de \$2 par jour et par instituteur; et de \$1.50 par jour et par instituteur quand ce nombre dépassait 12. Par la modification de 1922, le nombre des instituteurs est élevé à 30. Dans l'ancienne loi, l'octroi aux écoles techniques et écoles du soir employant moins de 30 instituteurs était de 50 p.c. du traitement payé à cet instituteur, mais seulement jusqu'à concurrence de \$200. Pour l'enseignement des sujets techniques et vocationnels approuvés, en dehors des matières scolaires ordinaires, cet octroi pouvait atteindre 60 p.c., mais était limité à \$250. La modification de 1922 fait disparaître ces limites.

COLOMBIE BRITANNIQUE

Loi des écoles publiques.—Le chapitre 64 des statuts de 1922 est une refonte complète de la loi des écoles publiques. Il définit comme district municipal toute corporation municipale autre qu'une municipalité de ville ou de village. L'arrondissement de haute école est constitué par la fusion de deux ou plusieurs districts scolaires pour fins de haute école. École publique est le terme qui s'applique à toute école ou collège, autre qu'une école normale, établie et maintenue conformément aux dispositions de la loi des écoles publiques. Le ministère de l'instruction publique est une section de l'administration présidée par un ministre. Le personnel de cette section se compose d'un sous-ministre, d'un surintendant, d'inspecteurs, etc. Le ministère applique la loi, dirige les écoles normales, décerne les brevets d'instituteurs et dirige les travaux du Conseil de l'instruction publique. Le surintendant a la surveillance et la direction des inspecteurs et de toutes les écoles publiques et normales, etc. Un conseil de l'instruction publique, composé du ministre et des autres membres de l'exécutif, et du surintendant comme secrétaire, fait les règlements, les programmes d'étude, crée les districts scolaires, etc. Entr'autres attributions, le conseil peut fusionner deux ou plusieurs districts voisins (à la demande des syndics) dans le but de créer un arrondissement de haute école; établir des hautes écoles dans tout district scolaire ou arrondissement de haute école, pourvu qu'il s'y trouve 15 élèves aptes à les fréquenter; d'établir des écoles supérieures ayant une classe pour l'enseignement des matières du dernier cours des écoles publiques et des matières des deux premières années de haute école, pourvu qu'il y ait au moins 8 élèves qualifiés pour la haute école; nommer des syndics officiels.

Les districts scolaires sont généralement classifiés en: (1) districts scolaires municipaux; (2) districts scolaires fusionnés et (3) districts scolaires ruraux. Les districts scolaires municipaux sont subdivisés en (a) districts urbains de première classe, comprenant les municipalités urbaines où la fréquentation moyenne n'est pas inférieure à 1,000; (b) les districts urbains de deuxième classe, où la fréquentation moyenne n'est pas inférieure à 250; (c) ceux de troisième classe, où la fréquentation moyenne n'atteint pas 250 élèves; (d) les districts scolaires municipaux, comprenant toutes les municipalités de district, excepté celles des districts urbains. Les districts scolaires ruraux sont subdivisés en: (a) districts scolaires ruraux régulièrement organisés; (b) districts soutenus partie par l'aide provinciale et partie par cotisation locale; (c) districts maintenus sans cotisation locale. Un district scolaire collectif est celui qui est formé en tout ou en partie par des terres possédées et exploitées en commun, sous le système de la collectivité ou de la tribu. Ces districts sont administrés par un syndic officiel. La contribution provinciale est de \$460 pour les districts de première classe; \$520 pour ceux de deuxième classe; \$565 pour ceux de troisième classe, le tout basé sur le nombre d'instituteurs, de dentistes et d'infirmières employés chaque jour aux écoles autres que celles du soir; les districts scolaires municipaux reçoivent \$580 sur une base semblable; les districts ruraux régulièrement organisés reçoivent aussi \$580; l'allocation est susceptible d'être réduite si le pourcentage de la fréquentation n'atteint pas 40 et si l'instituteur n'a pas enseigné tout le temps. Dans le cas des écoles secourues, ou des écoles collectives, le traitement de chaque instituteur doit être voté par la législature, de même que le coût des appareils nécessaires pour l'enseignement de sujets spéciaux. Il en est ainsi des secours aux bibliothèques scolaires, de l'établissement d'écoles techniques ou de hautes écoles, du transport des enfants, de la construction d'écoles, et de toutes les dépenses des écoles normales.

Le bureau des syndics doit se composer de 7 membres dans les districts de première classe; de 5 membres dans ceux de deuxième classe; de 3 membres dans ceux de troisième classe; de 5 membres dans les districts municipaux, et de 6 membres dans les districts formés de la fusion de deux districts, trois élus étant par chaque municipalité; si la fusion comprend un district rural et un district municipal, il y aura 5 syndics élus par tous les contribuables. Un arrondissement de haute école a un bureau composé de deux représentants de chacun des districts qui le composent.

Un bureau de syndics a les pouvoirs et attributions de: payer pour le soin des dents; payer une pension aux instituteurs; établir et administrer un collège affilié (approuvé) dans un district scolaire municipal; nommer un inspecteur municipal; pourvoir au transport des élèves; établir un cours avancé de culture physique; établir des écoles techniques et des cours d'instruction spéciale et de nommer un comité consultatif; établir des écoles du soir pour personnes de 15 ans ou plus. Chaque école doit avoir au moins un instituteur pour 40 élèves. L'école doit être gratuite et neutre, aucune croyance ou aucun dogme religieux n'y étant enseignés. Aucun membre du clergé de n'importe quelle secte n'est éligible aux fonctions de surintendant de l'instruction publique, d'inspecteur, d'instituteur ou de syndic. La fréquentation de l'école est obligatoire pour les enfants (sauf quelques exceptions) au-dessus de sept ans et au-dessous de quinze ans, chaque jour, pendant les heures régulières de classe. Toute contravention à cette obligation est punissable d'une amende de \$10, chaque journée d'absence constituant une offense distincte et séparée.

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