

this respect. The average salaries paid there to elementary school teachers is from \$40 to \$45 per month, while in the province of Quebec we pay our teachers from \$15 to \$20 per month to do similar work. We need not wonder that they are from time to time deserting us to go to this western country. Again, taking all the schools throughout the Canadian Northwest we find that the period of the school year gives an average of six months of teaching, a very high average, indeed, and an average which reflects great credit upon those who have control of that system. Therefore, having applied the tests which educationalists are accustomed to apply to an educational system, we find there is no province in the Dominion which has a higher standard than the Canadian Northwest. What is the secret of this? I think the secret may be found in the very generous treatment which the provincial legislature affords to the schools in the matter of grants. In the province of Quebec, I regret to say, out of the entire sum which is annually expended for education, only 12 per cent comes from the government and 88 per cent is raised by local taxation, whereas in the Northwest one-third of the total amount expended for education comes from the government. We in the province of Quebec only appropriate annually for a population of 1,600,000 about two and a half times as much as the Northwest Territories legislature has been accustomed to grant for a population only one-fifth as large as ours. I cannot help digressing to condemn here the niggardly treatment accorded by the several administrations in Quebec in the matter of education. There are many other things they could far better afford to cut out of their budget and they certainly should increase the amount given for education in that province.

But, Sir, what is the immediate effect of this generous treatment of the schools on the part of the Northwest assembly? We find there is given to every school throughout the Northwest an average of \$217 per year or about \$6 per capita of school attendance. Compare that with my native province, where I regret to find, we give only \$72 per year per school, or an average of \$1.42 per capita of school attendance. And what is the advantage that the government of the Northwest Territories has obtained by means of this generosity towards its schools? It is the enormous influence which the government can exert in forcing every school to come up to its regulations. I have been a member of the Council of Public Instruction in the province of Quebec for the past ten years; I have again and again, with the other members, weighed the question of elementary education and wondered how it might be possible to improve the standard. We have inevitably come up against the same difficulty, and that is the smallness of the amount of money at the disposal of the Council of Public In-

struction for distribution throughout the schools in the province of Quebec. Again and again have we endeavoured to make schools come up to the regulations which we have prescribed, and again and again have these schools replied: we do not want your paltry grant; we would rather forfeit your grant and be permitted to go on as we are, breaking the regulations. That cannot exist in the Canadian Northwest because no school there can afford to forfeit a grant which is equal to 50 per cent of the amount which they raise themselves. The result is that in the Northwest, every school makes a herculean struggle to fulfil the regulations as laid down by the commissioner of education in order that it may earn the grant to which it is entitled. If we consult the Northwest educational report for last year we find that \$22,287 of the grant was held back because it was not earned, which means, that certain schools had not been able to come up to the required standard. But we know that that money within a few months will be earned, because these schools are putting forth an effort which will bring them to a point where they can rightly be entitled to the grant. So it is, that I wish to point out that the large sum of money which these new Territories of Alberta and Saskatchewan shall have at their disposal for distribution among the schools, will enable them to enforce the regulations with absolute strictness, and will enable them to continue the high standard of educational efficiency which they have already secured.

There is another clause the school ordinances of the Northwest which I think has been lost sight of in this debate; I refer to the extensive powers that are conferred upon the commissioner of education as to the appointment of an official trustee. Clause 7 of chapter 29 of the school ordinances reads partly as follows:

It shall be the duty of the commissioner of education, and he shall have power to appoint an official trustee to conduct the affairs of any district, and any such official trustee shall have all the powers and authorities conferred by the ordinances upon the board and its officers.

I wonder if this House catches the full purport and significance of that clause; I wonder if this House sees that the commissioner of education in the Northwest, if he so desires, can be an absolute dictator with reference to every school board in the province. If there is a school board which refuses to come up to the ordinances and regulations, that school board can, by a single stroke of the pen of the commissioner, be wiped out of existence, and the commissioner can put an official trustee of his own naming in charge, and that official trustee will collect taxes, pay the teachers, administer the school and is absolute dictator within the limits of that municipality. You will readily see that with a power like that no lagging school, separate or otherwise,