

most noise are ignorant of it. Well, Mr. Speaker, we know what it is. Our system of primary schools does not suffer from a comparison with that of several European countries, and is greatly superior to that which exists in any other province of the Dominion. I shall give evidence of that presently. But a system, however good, will not be efficient unless properly applied; and I must acknowledge that in some of our country places the system is not well carried out. In the cities and in the older parishes of the province of Quebec, however, the system has been properly enforced, and the results have been such as to surprise the world at the universal expositions at Paris in 1871, of London in 1885, of Chicago in 1893 and in Paris again in 1900. At these expositions Canada was competing with the great countries of Europe, Asia and America, and the awards obtained there are a credit to us. Possibly the only report you have read concerning these expositions is the official list of awards. I regret it. The school exhibit was made by provinces. Let us take, for example, the primary public schools of Ontario. What did their exhibit consist of? Photographs of school buildings, text-books, school furniture and curricula. As regards specimens of pupils' work and corrections made daily by the teacher, there was nothing to show; absolutely nothing, neither at Chicago in 1893, nor at Paris in 1900. And why? Because they had nothing to show. Fine programmes, without actual, perceptible results, are invariably characteristic of humbug.

Quebec, on the contrary, has always been noticed for the thoroughness of its school exhibits. Specimens of pupils' work in all branches, covering the ten months of the preceding term, together with the daily corrections of the teachers, specimens of manual work of all kinds, have been exhibited, but very few, if any photographs of school buildings.

In order to cut short, I shall merely quote a few appreciations in connection with the last Paris exposition. I shall quote, in the first place, from Mr. de Caux, a leading French educator, who has spoken with praise of several of the books in use in our schools, and has made a very full review of the specimens of school work exhibited. From that review I quote the following:

The Brothers of the Christian schools of Canada have obtained a silver medal at the universal exposition. In their show-case may be seen those magnificent specimens of commercial school teaching which constitute everywhere one of their strong points.

Further on, after referring to other congregations, he goes on to say:

It should be observed that these special awards are of very great significance, as the school exhibit of Canada had already received collectively a grand prize won by the province of Quebec, and gold medals had been granted

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to the Catholic school board and to the Protestant school board of Montreal.

As regards the schools for girls, he adds further on:

The exhibits forwarded by the nuns are so numerous that it is impossible to make special mention of any of them, although they are all worthy of attention, and give an impression of admirable thoroughness. What was done was simply to collect pupils' copy books containing their daily work and forward them to Paris. That is the right way of understanding an exhibit. We have gone over a good many of these copy books, and our general impression may be summed up as follows: A very complete and varied teaching, adapting itself to local needs—very well given—very well understood by the pupils, who evidently are much benefited thereby.

A last remark of Mr. de Caux on the education given to our girls:

I repeat it in concluding, for therein lies to my mind, the special character of that fine exhibit, while being quite true, quite literary, thoroughly scientific, and philosophical, in a word, while bearing on all subjects as it is proper it should do now-a-days, French Canadian education seems to me more practical than ours.

Such are the words of a French educator, and nevertheless it is desired that we should relinquish our methods of teaching to adopt a system whose results nobody dare show in public.

Another French educator, Mr. Baudrillard, a Protestant, if I am not mistaken, has published in the 'Revue Pédagogique' of Paris, his appreciation of our school exhibit. I shall only quote a few of his remarks:

Canada's exhibit at the Trocadero comes to a great number as a surprise.

Under the constitution of 1867, educational matters are assigned exclusively to the provinces. As a result, we find rather dissimilar school systems in the various provinces. . . . That lack of unity is apparent at the exposition, in the varying importance of the exhibits contributed by the various provinces.

Thus Ontario, where, however, primary instruction appears to be very much respected, only displays photographs, statistics and classical works. Nova Scotia, Manitoba and British Columbia have still more incomplete exhibits which give scarcely any means of judging the value of their educational systems. In fine, New Brunswick and Prince Edward Island have not taken part in the exhibition.

As to Quebec, it presents a very complete collection. Certain European countries are far from presenting their primary educational systems with such a wealth of documents.

The Catholic schools of the province of Quebec come to the exhibition in a most complete manner. . . . In a general way, it may be said that the instruction given in those schools is solid and serious.

And, in closing:

The organizers of the exhibit from the province of Quebec have had the happy thought of presenting a volume containing the texts of the lectures prepared . . . by the members of the staffs of the normal schools and intended to be read and commented upon by the inspec-