a \$140,509 total, which was their share of the \$1,665,000 appropriation. The balance had to be divided pro rata. Thus, while the public schools absorbed their whole portion and left nothing undistributed, there was a large sum to be again divided among the separate schools, which profited at the expense of other separate schools which did not become entitled to their full share of assistance.

No Change in Laws.

Hon. Mr. Grant's complete statement, delivered late last night, was as follows:

"There has been no change in the legislation affecting separate schools since the present Government took office. Nor have any changes been made in the regulations affecting the grants to urban or rural schools which would give separate schools more money than the amount to which the law entitles them. The system in vogue during 1920 and 1921 is the one which was in operation before I came to the department.

"The share of the separate schools in the Government grant for elementary education is secured by the Separate School Act of 1863. The clause which applies to this phase of the matter is as follows:

"'Every Separate School Board shall be entitled to a share in the fund annually granted by the Legislature of this Province for the support of common schools, and shall be entitled also to a share in all other public grants, investments and allotments for common school purposes now made or hereafter to be made by the Province or the municipal authorities, according to the average number of pupils attending such school during the twelve next preceding months, or during the number of months which may have elapsed from the establishment of a new separate school, as compared with the whole average number of pupils attending school in the same city, town, village or township.'

Protected by B. N. A. Act.

"The rights set forth in the act of 1863 are protected, as is well known, by section 93 of the British North America Act, the first clause of which states that the Provinces control education, but—'Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the Province at the Union.'

"By direction of the statutes, section 6, Department of Education Act, the sums to be appropriated by the Legislature for elementary education are voted under three general heads:—

"(1) Votes to urban public and

separate schools.
"(2) Votes to rural public and

separate schools, counties.
"(3) Votes to rural public and

separate schools, districts.
"Under these headings, the fol-

lowing sums were voted for the fiscal year ending October 31, 1921:
Urban schools\$ 197,000.00
Rural schools, counties 1,100,000.00
Treasury Board order.. 555,000.00
Rural schools, districts 460,000.00

"On the basis of the average attendance in these groups of schools the sums voted were divided between the public and separate schools as follows:

Urban Schools.

Public schools \$ 161.540.00 Separate schools 35,460.00

Total appropriation .\$ 197,000.00

Rural Schools, Counties.

Public schools \$1,514,490.50 Separate schools 140,509.50

Total appropriation .\$1,655.000.00

Rural Schools, Districts.

Public schools \$ 420,946.00 Separate schools 39,054.00

Total appropriation .\$ 460,000.00

The total amount of grants actually paid to the elementary schools differs from the amount voted by a few thousand dollars. This is due to the fact that there are some trifling expenses charged against the legislative vote, such as printing or statistic returns, etc., and a small amount of money is always kept on hand to provide for adjustments of grants. On the separate school side of the account,

moreover, a portion of the grants goes back to consolidated revenue because some schools are not obeying the law and cannot legally be paid.

"The amounts named in this statement belong respectively to the public and to the separate schools and had to be distributed by the Department of Education, each to its own class of schools. There is no warrant for either increasing or diminishing the proportion to be given to public schools or to separate schools, and such has not been done.

Both Treated Alike.

"The statutes and regulations governing the distribution of the sums voted in support of elementary education among the schools of the Province are the same for public and separate schools. The regular procedure is first to divide the total sum into two parts as directed by the law. The regulations are then applied. As an example, take the vote to rural schools for the year 1921, which was \$1,655,000.

"This sum was divided on the basis of the average attendance in the schools between the public schools and the separate schools, the former's share being 91.51 per cent. or \$1,514,490.50, and the latter 8.49 per cent. or \$140,509.50. The share belonging to each class of schools was then distributed among the individual schools of the class in accordance with regulations which have existed for many years. These regulations take into account such factors as salaries paid to teachers, accommodations, equipment, grade of teacher's certificate, teacher's experience, and assessment of school section. In this division, the public schools absorbed their total apportionment; but on the same basis the separate schools absorbed only \$70,-863.71 of their total apportionment of \$140,509.50, leaving a balance of \$69,645.79, or practically 50 per cent., which unquestionably belonged to and had to be distributed among the separate schools.

Distributed Pro Rata.

"The balance of the allotment for the rural separate schools was distributed pro rata among these schools as provided for in the regulations. The procedure in making the distribution is the same in every detail as that which has been followed for several years. The sections of the regulations which provide for a second or pro rata distribution are not new. From time to time they have been applied to public schools as well as to separate schools when balances have remained unabsorbed. For example, the public schools in 1919 received a 9.5 per cent., and in 1920 a 47 per cent. pro rata increase of unabsorbed grants.

"The operation of the factors determining the distribution has always given rise to inequalities in the amounts awarded to different schools. The disparity which has been complained of between the grants paid to certain rural separate schools compared with those to neighboring public schools is, therefore, not a new condition. It has been in existence for years. An examination of the records as far back as 1917 shows that the same schools now cited afforded illustrations of these inequalities from year to year. The inequalities are greater now because the Legislature has made more generous appropriations to elementary education, and the separate school share has been proportionately increased as the law requires.

Where Disparity Shows.

"The increases in the Legislature appropriations for rural schools which have taken place during the past two years have, indirectly, possibly been the chief cause of directing attention to disparities which previously existed. These appropriations were \$750,000 in 1919, \$1,-000,000 in 1920, and \$1,655,000 in 1921. The last two increases are the only changes that the present Administration is responsible for, and the appropriations have been increased in order to pay in full the grants earned by boards under the regulations established by previous Administrations.

"The inequalities can be traced in general mainly to two causes: First, the total sum of money appropriated