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it petioned from lat page.) That is dischools moto time in steam white then that promethod in the off. and in the as then the time prescribed is struction bean wiven to obligated exer

were present, and claures were, therefore, . bid to papille in the Pirat It ader. Is he none fined, however, that whenin tracker was at all proficient in speaking English, and when the secool conte and pupils who had been attending so a time, three pupils were almost in-The she show for that progress was being my object! subject, in 17 schools the results were very satisfactory indeed, and in ar on the beatterinted, we believe, mainly to the institute of the teachers to speak limited from it the children are to carte to speak the Roglish language their teachers must be able to speak it. The teacher who finds it difficult to express his houghts in English to pupils who hat saily used the language which both he

and hey undermined. THE METHOD OF PRACHING.

tillack of program is not, however, the for it of this cause only. We found in two s book in which English speaking touchers were employed that the standing of the Pipica was a life below that of the French pupils in weral schools whose teachers fould speak comparatively little Baglish. in the one case the teachers had taught by good methods and had labored faithfuly, in the other the teaching of unglish had evidently been neglected. As many of the teachers have attended only the public schools in the diete et, and have received no prefemional restricted they are not proficing in approvel and ole of tosching, and the method ions is followed in teaching the children argeale ling into la vors defective. A child carne live to speak a language, then to eas it. We never teach him the spoken auguage through the written, He may inara from books to pronounce, and to transiste from one language into another, but he will learn to speak the language only by the practice of speaking. The scholar principle that we learn to do mainly by doing holds true in this case as in all others.

The method usually followed is to teach the children to read the first French hook, and in some cases a part of the second book, before they learn any Raglish. The first Roglish book is then placed in these

frat lingital book in then placed in their hands, and they are taught to read, or rather to pronounce, an their first exercise in lingish. The teacher gives the meaning of the words by translating into french, and as the pupils advance they are required to spell the words, and to translate regularly from English into French and sometimes from French into English. This is the method practised in a majority of the schools. The pupils are tought to read and translate in the hope that the method are the schools. lenght to read and translate in the hope that they will thereby learn to speak Eaglish. We need not ear that the hope in most cases is atill defersed. The pupile assaily translate freely and correctly, and spelled nearly, if not quite, so well as the faglish pupile present in the schools; but only those who had been taught orally, and who had been trained to give their answers directly in spoken Eaglish, show. It is defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very alow pretheir children are making very alow pre-free, and in many cases are learning to read words and sentences which they do not understand. At least 90 per cent. of

Single Liniment is the Sest.—65-45

Comise to the schoole is Ecces, the report : gives the total population of that county in 1881 as 40,962, the French sumbering 14,658. It goes on to say: "Surrounded so the French people are in this county by English-speaking people, they are constantly brought in contact with the English isaguage; sad, is consequence of thir, they usually understand English and speak it with some fluency, though French is the language of their homes. Their language, their religion and their love of nationality have been fully preserved. There are thirty schools in the county of Resers in which French is taught, and all were inspected by us. Many of these could scarcely be distinguished from Regists schools. In twelve schools English is mainly the language of the school; in fourteen French and Regists are taught about equally; and in four French is the language of the school, the teaching in English being limited to reading and translation. The work done in these schools is about equal to what is done in the ordinary Regists surel school. The school houses and grounds usually show nestness and taste, and the schools are very well supplied with desks and other requisites. Taking the standing of the pupils in English as the basis of classification, seventeen schools may be classed as good, six as fair, and seven as poor and unsatisfactory. Reses in which French is taught, and all

The practice referred to in connection with the schools in Prescott and Russell, of teaching the children to acquire some proficiency in reading french before they begin to learn English, is the practice adopted in the county of Essex also. Teachers claim that the Frenchchild learns for the profit for the head for the page readily after he head to read English more readily after he has learned to read a little in his own language. The schedule in which the statistics are given for each school shows a large Russe. The solution in which the statistics are given for each school shows a large number of pupils who are not learning English, but these, with very few exceptions, are either in the First French Book or in the First Part of the Second Book. We believe, however, that the numbers are too large in many schools, and that some teachers are not so prompt as they should be in hearining to teach English to their pupils. The method usually followed in teaching English to the French children is the same as that practised in Prescott and Russell, namely, reading, spelling and translation. Scarcely any attention has been given to colloquial exercises or oral instruction in the juniof classes. As many of the pupils, however, had learned to appeak English by associating with English children, this defect in the teaching was not so noticeable as it would be in schools entirely French. THE RESEX TRACHERAL

Of the thirty-four French teachers employed in these schools twenty-nine could speak English with considerable fluency. The remaining five could speak a little English, but not enough to enable them to give instruction efficiently in this language. Six English-speaking teachers were employed, and five of these were more or less qualified to give instruction in French. Four teachers have second class Chesaweth
Character 1001.

Character 100 received their education in the province of Quebec. There is no special examination for French teachers in the county of Resex. All candidates for certificates take That it is the firm prescribed in given, in the county model school. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for the achool. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for certificates take the departmental examination in English, and attend the county model school. All candidates for certificates the departmental examination in English, and attend the county model school. All candidates for certificates the departmental examination in English, and attend the county model school. All candidates for certificates the departmental examination in English, and attend the county model school. All candidates for certificates the departmental examination in English, and attend the county model school. All candidates for certificates the departmental examination in English. found necessary to grant temporary certificates to those who come near the requir-

ed standard. In the township of Dover, Kent county, there are five schools in which nearly all the pupils are French. Six teachers are employed, of whom three are English and three are French. In three archools little attention is given to French, English being the language of the schools. In one school about one hour a day is given to the French ma of the subject. In 17 schools the results were of the subject. In 17 schools the results were very satisfactory indeed, and in soveral cases of the subject of the work done in and Engines schools. In 21 schools fair process was being made, and in 18 the primary division of school No. 3, which consists of pupils in the First and Second Readers, scarcely any English is taught. All the teachers except the assistant have required to the instituted, we believe, femional training. These schools are similarly to the instituted of the children are Essex, and require no special remarks.

> TOWNSHIP OF TINY. In this township there are three echools in which the majority of the pupils are French, and these are taught by Frenchspeaking teachers. Another school, in which about half of the pupils are French is taught by an English speaking master. but a l'rench senistant is usually employed. The teacher of the last-mentioned school has a third-class certificate. The French teachers have certificates granted in the province of Quebec, and made valid

by the Simcoe county board of an aminers for the schools in which they are employed. The French teachers do not speak English with much fluency, and the knowledge of English possessed by their pupils is quite limited. Some English their pupils is quite limited. Some English, however, is taught in all the schools, and the pupils are well supplied with the Ontario readers. The inspector, Mr. Morgan, informed us that a French teacher was formerly employed in school section No. 10, in which there are twenty-two French children, but that an English-speaking teacher had been employed during the past eight years. He also stated that an English-speaking teacher is employed in school section No. 18, in which shout 75 per cent, of the children are French, and that English is exclusively the language of the school. The teachers in Nos, 0, 10, and 18 do not speak French. Two of these teachers stated to us that they experience difficulty in teaching the young French children, and are often obliged to use the older pupils as interpretere. In the town of Penetanguishme there is a Protestant separate school, established many years ago. In the public school English has always been taught, but French was also formerly taught in the junior division, by teachers who could speak both French and English. For several years past English has been taught exclusively, although more than half of the pupils are of French parentage. These facts show that the teaching of English is being increased in this district. Is is noticeable that no religious instruction is given in the French schools in the county of Simose. lish, however, is taught in all the schools,

of Simcos.

Text-Books, Religious instruction, etc.

Dealing with the French text-books used and the religious instruction given in all these achools the commissioners say:—
General use is made of the French text-books authorized by the council of public instruction for the province of Quebec.

Same of these books, such as those on arithmetic, geography, and grammer, are authorized by the whole committee of the council, consisting of both Roman Catholics and Protestants; others, such as the readers and some of the histories, are authorized by the Roman Catholic committee of the council for the Catholic scheels of Quebes. As stated elsewhere in this secure French teachers for them, and public fine council for the Catholic scheels of Quebes. As stated elsewhere in this

report, books of the first-class were authorized for public schools in Ontario in the year 1868 and 1879. No authorization has ever been given in Ontario to books of the second class. They have heretofore been suffered to remain in use, and no other books have been previded adapted to the requirements of these French schools. The readers, a graduated series of five books, were prepared by Mr. A. N. Montpetit, and are known as the Montpetit series. Whatever feature of excellence these books may possess, they are unauthorized, and they contain teachings peculiar to the church of Rome. Procestants complain to your commissioners of the use of these books, as it brings their children in contact with religious teachings contrary to their own convictions. By far the most objectionable book from this point of view is an elementary reading book, "Le Syllabaire des Ecoles Chretiennes," which is used in many of the schools, those is common use are the works of Garnesu, Toussaint, Miles, and an Abrege or Roltome of Sacred History, of the History of France, and of the History of Canada. Garnesu's history is generally faithful and scholarly, although the writer has a manifest preference for the French. The history written by Miles is a translation of an English work. Both it and Garnesu's history have been authorized for use in the French schools in Ontario. Toussaint's history have been authorized for use in the French schools in Ontario. Toussaint's history have been authorized for use in the French schools in Ontario. Toussaint's history and the Abrege are written in a spirit unfriendly to the British empire and to the development of a patriot ism embracing the whole Dominion of Canada. The use of these books should not be continued in our schools.

RELIGIOUS EXERCISES.

RELIGIOUS EXERCISES. Your commissioners found that religious exercises occupy a prominent place in the schools inspected by us. In 37 schools religious instruction is given during school hours, in 22 it is given either before or after school, and in 18 no religious instruction is given. This instruction is given by the teacher from a catechism prepared for children of the Roman Catholic church, and it is to the teaching from this catechiem that reference is made in the schedule and summary when religious instruction is spoken of. In some of the schools special instruction is given from this book for a certain portion of the year, to children who are preparing for their first communion. The prayers in use, in addition to the Lord's prayer, which is used in aimost every school, are taken from the Roman Catholic books of devotion. These prayers are, in some schools, used at the opening and close of the school, both in the forence nad afternoon. In some of the French text-books in use, which are elsewhere referred to in this report, the tenets peculiar to the Roman Catholic church are more or less prominently introduced. In addition to these methods of incurating religion, there were found in many of the schools in the county of Essex pictures of a religious character, the crucitix, and small statuss or images of saints. and summary when religious instruction fix, and small statues or images of saints.

itx, and small statues or images of saints. In two instances in the county of Prescott, altars were found in the schools. It was stated that these were erected during the month of May for services of a special nature for the people of the neighborhood, who assembled in the school-houses for evening prayers, as the churches were at a considerable distance from these localities. The prominence given to the Roman Catholic religion in these schools is objectionable to the English-speaking Protestants generally. The regulations provided by law in this question are ample to give protection to the religious convictions of all classes of people. They allow sufficient liberty to Protestant and Roman Catholic alike for imparting religious instruction alike for imparting religious instruction without infringing upon the ordinary work of the school. In order, therefore, to remove all ground of complaint against the existing state of things, it is only necessary that the schools be brought into

with the law. The Recommendations.

The commissioners make the following recommendations: - In the counties of Prescott and Russell the French candidates for teachers' certificates have, in most cases, only an imperfect knowledge of English -too imperfect to exable them to take with advantage the prescribed course as given in English in our high schools and model schools. They de not therefore attend those schools to prepare for teachers' examinations. To provide com-petent teachers of English for the French hools, and to meet some of the difficulties mentioned in this report, we have to re-1. That a special school be established

for the training of French teachers in the for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages. It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in county model schools.

Candidates on completing their course in this school should be prepared to take the resultar examinations in English prescribed for teachers' certificates; and only those

for teachers' certificates; and only those who have passed such examinations should receive a license to teach. 2. That special institutes be held for

the immediate benefit of the teachers now simpleyed in the French schools. 3. That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method of teaching English. i. That a bi-lingual series of read re-

i. That a bi-lingual series of read read and English—be provided for the French and English—be provided for the French schools in Ontario.

5. That the use of unauthoriz text-books in these schools be discontinued.

6. That the attention of trustees and teachers be called to the provisions of the law govering religious instruction in public schools, as there seems to be a general last of information on this subject. ack of information on this subject.

General Remarks.

The object aimed at in public schools of the province is to give to the youth attending them such an education in the common branches of knowledge as will fit them to occupy creditably the positions in life they may be called to fill, and this education should be imparted in the English language. Any departure from this rule should be only partial and in accommo dation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully attained. There can be no quest on as to the fact that in all the French schools in the several counties; visited, notwithstanding particular cases of backwardness and inefficiency, an effort is being made to impart a knowledge of the English language; and not only so, but this work irrectiving a larger amount of attention at present than in former years. There are some of these schools in which English has been well taught for many years, so that they are practically English schools. There also some, as will be seen from the statistical statement forming part of this report, in which the English language is largely used in the work of the school. dation to the peculiar circumstances of

French text books were sutherlined for theil schools. They have lived for a long period in the localities where they are found, enjoying the use of their native language. They are strongly attached to it. It is the language of their fathers, and the language used in their homes and spoken by their children. It is natural that they should cheried it with affection, and desire their children to acquire a knowledge of it. If children. It is natural that they should cherish it with affection, and dealers their children to acquire a knowledge of it. If the schools are dealt with justly, and with due consideration for the feelings of the people, and if the recommendations made in this report are adopted, we believe these schools, within a reasonable time, will be satisfactory to both the English and the French people. We have reason to believe also that whatever changes may be necessary to render these schools more efficient, and to advance the children more rapidly and intelligently in the knowledge of English, will be welcomed by the French people themselves. We have found that, on the whole, the people take a deep interest in the education of their children. In many of the rural sections in Prescott and Russell the school houses are inferior and poorly equipped and the salaries very small, yet in some sections and villages the people have manifested their appreciation of the importance of education by providing excellent buildings and paying fairly liberal salaries to the teachers.

THE ENGLISH SETTLERS. THE ENGLISH SETTLERS.

It will be observed that this report bears exclusively on the schools among the French people and in which the French language is used. It has to do with the progress of the English language in French progress of the English language in French districts. There has not, therefore, been any special reference made to the English minority. Their situation is, in not a few cases, one of difficulty. The schools as now conducted are not satisfactory to them. Their children come in contact with views of religious and national questions with which they are not in sympathy. The question should, therefore, be considered with special reference to these difficulties. Whatever text-books are used should be such as Protestants can put with satisfaction into the hands of their children, and tion into the hands of their children, and whatever in any public school prevents or renders undesirable the attendance of those children should be removed. laterviews were had with many of the older residents in the districts vi-ited and with those interested in the questions under investigation. It was found that while there were complaints made by the Englishspeaking minority in some sections on the grounds already referred to, yet in other actions people similarly situated had no complaints to make. Some of the people spoken with seemed to think that there had been it recent years an increased do. had been he recent years an increased de-temination on the pers of the French people to give prominence to their language to the exclusion of the English. They be-lieve they see evidence of this in the social and educational tendencies in their localitice. While this may be the case in some places, residents in other districts had observed no tendency in that direction.

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