GENERAL RECOMMENDATIONS.

The Commissioners appointed by the Minister of Education to inquire into the teaching of English in the schools in the French districts in the counties of Prescott, Russell, Essex, Kent and Simcoe have completed their work and handed in their report to the Minister of Education. The following are extracts from the

report : Before speaking in detail of what are commonly known as the French schools in these counties, it may not be out of place to speak of the immigration of the French people, and of the circumstances under which these schools were established.

The first settlers, who were Englishspeaking people, settled chiefly upon the be in a school in which only one language high lands, and left unoccupied the low or swamp lands, of which there were large areas that could be reclaimed only by very

The first French Canadian settlers went into this part of the Province as lumbermen, and finding the soil good, they purchased these unoccupied lands at a low price and settled upon them in large num.

The increase in the French-speaking population during the past thirty-eight or forty years has been very marked, as is shown by the following census returns for the years 1851, 1861, 1871 and 1881:

the vear	B TOOT'	TOOT	, 101	r marc	. 2002 .	
,	,				Total popl'n.	popi'r
r851 1861						4,12 9,44
4077					30,001	15,22
1001				********	21,000	24,25
Increase	nr c'nt.	from	1801 C	7 TOOT	01	12
THE COURSE	**	**	1991	OTOLY	. 01	
	4.6	**	1871 t	o 1881	. 33	
				- The second state		

During the past twenty years many of the English speaking people have removed to other parts of the country and very few of that class have moved into the counties. The result is that the increase of the English population has been less than that of

the French. While uneccupied lands could be obtained the immigration of French Cavadians continued; but as nearly all these lauds have now been purchased and brought under cultivation, this immigration has of late been very much reduced. Several of the old settlers told us that during the past four or five years it had almost entirely ceased. They also stated that many French settlers had recently sold their farms and removed to Manitoba or the Western States.

FRENCH LANGUAGE IN THE SCHOOLS.

As the French Canadian people and the English speaking people, on coming into the district, settled in separate communities, the school sections became, to a great extent, essentially French or essentially English. The boundary lines are not always distinctly drawn, yet, in most cases, the early distinctive racial character of neighborhoods still remains. As an evidence of this, we found that in no less than thirty schools every child whose name was entered on the roll was of French-speaking parents. As whole sections were settled by the As whole sections well street the people in a been neglected. As many of the teachers section became French, teachers who could have attended only the Public Schools in speak French were employed, and French became the language of many schools, as it was already the language of the sections. The present English schools have always been English since they were first established, and most of the French schools have always been French, yet in a few cases schools which were formerly English and in which English teachers were employed are now taught by French-speaking teachers. This is due to the greater increase of the French population. In all cases where English children attend French schools, inspectors and trustees make special efforts to secure the services of teachers who can in all others. speak both English and French. In this, however, they are sometimes not very successful, and many English parents complain that their children are imperfectly taught book, before they learn any English. The every school, are taken from the Roman by French teachers, whose knowledge of first English book is then placed in their English is too limited to enable them to impart instruction properly in that language. For this reason some have taken their children from their own school which is taught by a French teacher, and have sent them to an English school in another section. French ratepayers also contend that their children sometimes receive but scant justice from teachers who cannot speak French.

OFFICIAL RECOGNITION OF FRENCH LANGUAGE. We find that as far back as 1851 it was ordered by the Council of Public Instructions that the hope in most cases is still deferred. tion "In regard to teachers of French, that a knowledge of French grammar be substiand that the certificate to the teacher be schools; but only those who had been nature for the people of the neighbor-

expressly limited accordingly." By resolution of the Council of Public Instruction, dated April 20th, 1868, the following French text-books were authorized for use in French schools in Ontario:

- * Cours d'Arithmetique Commerciale." "Abrege de la Geographie Moderne."

 "La Geographie Moderne."

 "Grammaire pratique de la Langue Anglaise."

 "Traite Elementaire d'Arithmetique."

 "Le Premier Livre de l'Enfance."

- "Cours de Versions Anglaises."
 "Grammaire Française Elementaire."
 "Traite de Calcul Mental."
- It does not appear that this continued use of French text-books arises from a desire on the part of the French to exclude the English language from the schools. We conversed with all classes of the French people, and they invariably expressed themselves not only as willing, but as desirous that their children should learn the

French—their mother tongue. TEACHERS.

As already stated, French-speaking teachers are usually employed in schools where the majority of the pupils are French, and, although four Englishspeaking teachers are employed in such schools, yet these teachers speak French

Public Schools within the counties, and (2) from various educational institutions in Ottawa and in the Province of Quebec. Of the sixty-nine teachers employed in the Total population..... 16,817 95,911 39,697 46,962 14,669 The school shall be placed under teach-

of that working an amount

had attended a High School, and only two had received any training in either a Norcertificates and eighteen (of whom five were Inspectors. Taking the proficiency of the French teachers in the use of the English language as the basis of classification, twenty-six may be classed as good, twenty as fair, and nineteen as not competent

efficiency.

Before speaking of the work done in the schools, it should be mentioned: (1) That the schools in the several counties were inspected at a time of the year

(2) That the teaching of little children in two languages necessarily adds to the work

With reference to the instructions consained in your circular just quoted we find: (1) That some English is taught in every

(2) That the Ontario Readers have been

ntroduced into every school. (3) That the pupils are usually well supplied with English reading books. (4) That in at least twelve schools the work done in English is much beyond the

amount prescribed. (5) That in 24 schools more time is given to English than that prescribed in the circular; in 6 the time prescribed is given and in 28 less than the time prescribed is

(6) That in very few schools has sufficient attention been given to colloquial

exercises. In several schools only young children were present, and classes were therefore confined to pupils in the First Reader. It should be mentioned, however, that, whenever the teacher was at all proficient in speaking English, and when the school contained pupils who had been attending some time, these pupils were almost invariably in the third or fourth class in English, showing that progress was being made in this subject. In 17 schools the results were very satisfactory indeed, and in several cases quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English. The backward The schedule, in which the statistics are condition of these last mentioned schools must be attributed, we believe, mainly to ber of pupils who are not learning English, the inability of the teachers to speak English freely. If the children are to learn to either in the First French Book or in the speak the English language their teachers First Part of the Second Book. We believe, must be able to speak it. The teacher who finds it difficult to express his thoughts many schools, and that some teachers are in English, to pupils who know even less not so prompt as they should be in beginof English than himself, naturally uses the ning to teach English to their pupils.

result of this cause only. We found in two viz., reading, spelling and translation. schools, in which English-speaking teachers Scarcely any attention has been given to were employed, that the standing of the colloquial exercises or oral instruction in was quite below that of the French pupils in several schools whose teachers however, had learned to speak English by could speak comparatively little English. associating with English children, this de-In the one case the teachers had taught by feet in the teaching was not so noticeable good methods and had labored faithfully; in as it would be in schools entirely French. the other teaching of English had evidently sional training, they are not proficient in schools inspected by us. In 57 schools of it in the work of instruction is greater truth of God's word. Indeed if a woman approved methods of teaching, and the religious instruction is given during school than it was a few years ago. children to speak English is very defective. school, and in 18 no religious instruction is then to read it. We never teach him the teachers from a catechism prepared for spoken language through the written. He children of the Roman Catholic Church, translate from one language into another, chism that reference is made in the but he will learn to speak the language schedule and summary when religious inonly by the practice of speaking. The struction is spoken of. general principle that we learn to do mainly by doing, holds true in this case as is given from this book, for a certain por-

The method usually followed is to teach the children to read the first French book, and in some cases a part of the second Lord's Prayer, which is used in almost hands, and they are taught to read or rather to pronounce, as their first exercise in English. 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 taught to read and translate in the hope that they will thereby The pupils usually translate freely and alters were found in the schools. It was correctly, and spelled nearly, if not quite, stated that these were erected during the as well as the English pupils present in the month of May for services of a special taught orally, and who had been trained to lish, showed any readiness in speaking the at a considerable distance from these locali.

This defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very slow progress, and in many cases are learning to read words and sentences which they do not understand.

PUPILS NOT LEARNING ENGLISH.

At least 90 per cent. of the pupils reported as not learning English were in the first French reader, or had been recently promoted to the second class. Very few were found in higher classes who were not learning English.

There is difference of opinion as to the time at which it is best for a pupil to enter English language. They are also desirous upon the study of the English language, that they shall learn to read and write in appears to commend itself to a majority of wishes of the parents. What we have to feet knowledge of English—too imperfect recommend on this subject will be found to enable them to take with advantage the under the heading of recommendations.

COUNTY OF ESSEX. About the year 1700, French Canadian pioneers from the Province of Quebec began to settle along the south side of Lake St. Clair and the Detroit River, in what is now in the past almost entirely (1) from the

From these figures it will be seen that the total population and the French popumal or a Model School in Ontario. One lation have increased at about the same had a second class certificate, one had a rate. From 1851 to 1881 the increase of the third-class certificate, two had County former was 179 per cent. and of the latter Board certificates, forty-seven had district 172 per cent. The returns of the French for 1861 are evidently incorrect. Surassistants) had permits granted by the rounded as the French people are in this county by English-speaking people, they English language, and, in consequence of who have passed such examinations should this, they usually understand English and are constantly brought in contact with the speak it with some fluency, though French to teach English with any degree of is the language of their homes. Their language, their religion and their love of

nationality have been fully preserved. Although racial identity is still distinctly marked, yet the English-speaking and the French-speaking people live side by side in harmony with each other. The French (May and June) when the attendance in schools, with three exceptions are in North Essex, and are under the supervision of Mr. Girardot, Public School Inspector. From the testimony of persons occupying prominent positions in this county, and from our of the teacher, and for a time renders the own observation, we believe that the pruprogress of the pupil slower than it would dent and impartial manner in which the school law and regulations have been administered by that gentleman for so many years has exerted a beneficial influence in preventing race prejudice, and in furthering the educational interests of all classes

There are thirty schools in the ccunty of Essex in which French is taught, and all were inspected by us. Many of these could scarcely be distinguished from English schools. In twelve schools English is mainly the language of the school in fourteen, French and English are taught about equally; and in four, French is the language of the school, the teaching in English being limited to reading and transation. The work done in these schools is about equal to what is done in the ordinary English rural school. The school houses and grounds usually show neatness and taste, and the schools are very well supplied with deaks 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 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 French child learns to read English more readily after he has learned to read a little in his own language. given for each school, shows a large numbut these, with very few exceptions, are however, that the numbers are too large in language which both he and they under- The method usually followed in teaching English to the French children is the same The lack of progress is not, however, the as that practiced in Prescott and Russell,

RELIGIOUS EXERCISES IN THE SCHOOLS.

A child learns first to speak a language, given. This instruction is given by the secure a satisfactory teaching of the Engmay learn from books to pronounce, and to and it is to the teaching from this cate-

In some of the schools special instruction tion of the year, to children who are pre-

paring for their first communion. The prayers in use, in addition to the Catholic books of devotion. These prayers are, in some schools, used at the opening and close of the school, both in the forenoon and 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 inculcating religion, there were found, in many of the schools in the county of Essex, pictures of a religious character, the crucifix learn to speak English. We need not say and small statues or images of saints. In two instances in the county of Prescott give their answers directly in spoken Eng. for evening prayers, as the churches were

The prominence given to the Roman Catholic religion in these schools is objectiongenerally. The regulations provided by law on this question are ample to give proclasses of people. They allow sufficient liberty to Protestant and Roman Catholic alike for imparting religious instruction without infringing on 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 harmony with the law.

RECOMMENDATIONS -- TRAINING OF TEACHERS. In the counties of Prescott and Russell the French candidates for teachers' certificates have, in most cases, only an imperprescribed course as given in English in our High Schools and Model Schools. They do not, therefore, attend these schools to prepare for teachers' examinations.

To provide competent teachers of English for the French schools, and to meet some of the difficulties mentioned in this

English language.
The school shall be placed under teach-

and who are thoroughly competent to give instruction in these language

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 regular examinations in English prescribed for teachers' certificates; and only those

(II.) That special institutes be held for the immediate benefit of the teachers now employed in the French schools.

(III.) That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversations method in teaching English.

French schools in Ontario.

the expense of purchasing two sets of books, of which many now complain. The work of both teachers and pupil would be simplified, and there would be placed in the hands of the pupils books that would aid them materially in acquiring a know-

ledge of both languages. Under competent teachers, with such books, the pupil should, on completing the Second Book, be sufficiently familiar with ance of those children should be removed. English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of Readers, but we believe they would be more than counterbalanced by the advantages to be derived therefrom.

(V.) That the use of unauthorized textpooks in these schools be discontinued.

RELIGIOUS EXERCISES AND INSTRUCTIONS. (VI.) That the attention of trustees and teachers be called to the provisions of the law governing religious instruction in Pablic Schools, as there seems to be a general lack of information on this subject.

GENERAL REMARKS.

The object aimed at in the 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 accommodation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully at-

tained. There can be no question as to the fact that in all the French schools in the several counties visited, notwithstanding particular cases of backwardness or inefficiency, an effort is being made to impart a knowledge of the English language; and not only so, but this work is receiving a larger amount of attention at present than informer years. There are some of the schools in which English has been well taught for many years, so that they are practically English schools. There are also some, as will be seen from the statistical statement forming part of Many a long day has passed since the good the junior classes. As many of the pupils, this report, in which the English language book said, "Be sure your sins will find you s largely used in the work of the school. This is the case more particularly in the was announced that, "The way of transcounties of Essex and Kent.

given to English and the use of that lan- transgressor finds the way hard? guage in the school are too limited; but, should not the Maybricks find the way even in these, more attention is paid to hard? If they always found it easy there cour commissioners found share religious even in the exercises occupy a prominent place in the English than formerly, and the use made would be grave reasons for doubting the

lish language in them, time must be allowed, and patience must be exercised. For many years, the French people were allowed to conduct their schools in their public. Special provision was made to secure French teachers for them and French text-books were authorized for their 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 cherish it with affection and desire 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 raised to a degree of efficiency that will be satisfactory to both the English and French people.

We have reason also to believe 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 got to. It's a ten-pound boy. My first, whole the people take a deep interest in the you know. education of their children. In many of the rural sections in Prescott and Russell the school houses are inferior and poorly able to the English-speaking Protestants equipped and the salaries very small, yet in some sections and villages the people have manifested their appreciation of the tection to the religious convictions of all importance of education by providing excellent buildings and paying fairly liberal salaries to the teachers.

While many of the teachers, as already stated, do not speak the English language fluently, we know that teachers may give instruction in languages in which they cannot converse. At the some time it is necessary that all the teachers of our Public Schools should be familiar with the English language, and be able to speak it fluently. And it is found generally that in those schools in which teachers are able to matter from the system. use that language with freedom, they have brought their schools to a very creditable

degree of proficiency. English teachers say that they find their inability to speak French a serious hindrance in teaching French children who do He uttered scarcely a word the whole time not understand English. The teachers he was here. employed in these French schools should be able to speak French as well as English. A sufficient supply of English students willing to undergo the labor and expense necessary to fit themselves for teaching in these French schools, could not be obtained as not to forget to get up to-morrow at 4 (I.) That a special school be established for the small salaries paid. Hence the q'clock. recommended in this report, by which French-speaking students can be trained

both in the knowledge of English and in the theory and practice of their profession.

It must be remembered also that the teachers in these French schools have to carry on their work in the face of difficulties not met with in an exclusively English school. Especially is this the case in those districts which are wholly French, or in which there are only a few English speak. ing residents. The pupils hear no language out of school but French. They have no eccasion to make use of the English language, and their progress in learning it is necessarily slow.

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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 districts. There has not, therefore, been any special reference made to the English (IV.) That a bi-lingual series of Readers minority. Their situation is, in not a few -French and English-be provided for the cases, one of difficulty. The schools as now conducted are not satisfactory to If this were done parents would be saved 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 whatever in any Public School prevents or renders undesirable the attend-Interviews were had with many of the older residents in the districts visited, 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 sections people similarly situated had no complaints to make. Some of the people spoken with seemed to think that there had been in recent years an increased determination on the part of the French people to give prominence to their language to the exclusion of the English. They believe they see evidence of this in the social and educational tendencies in their localities. While this may be the case in some places, residents in other districts had observed no endency in that direction.

Before leaving the subject of these schools it is only just to teachers and pupils to state that your Commissioners were much pleased with the politeness and good conduct of the children, both in and out of school. We have also to thank teachers, trustees and inspectors for their uniform courtesy and for the valuable assistance rendered us in conducting this investigation. We have pleasure also in recognizing the kindness with which we were received by the people in the districts visited. All of which is respectfully submitted.

ALFRED H. REYNAR, M. A., D. D. McLEOD, J. J. TILLEY. Toronto, Aug. 22nd, 1889.

A Hard Road to Travel.

It is very difficult to see why anyone who believes in his Bible should have much smypathy for characters of the Maybrick kind even when they come near the scaffold. gressors is hard." Why should there be There are some schools in which the time any surprise when a noted and flagrant In dealing with these schools, in order to and pleasant as the best wives and mothers hard and no transgressor has a right to expect it otherwise. Why should people al-ways raise a howl when they merely see God's word verified ?-Canada Presbyterian.

The Business of the Eiffel Tower.

An item in the World states that the business of the Eiffel Tower turns out to be immense. M. Eiffel calculated that when everything was in working order the gate money would be \$5,000 a day. Since the elevators have been in operation it is thought to have averaged more than this. On any of the ordinary full-price days more than twenty thousand people have paid admission, and, with the increased prices for those using the elevator, the entire receipts exceed \$10,000. The original cost of the Eiffel Tower was a little less than \$1,000,000. The proprietor has to keep it in repair, and hand over one-fourth of his gate-money to the Exhibition. It is estimated that it will be half paid for when the Exhibition closes, andthen it will remain certainly three years more and perhaps

He Couldn't Enthuse.

Branch-Tree, congratulate me, and come right along and take something. Yes, you've

Tree—Really, Branch, you must excuse me this morning, for I cannot enter inte the spirit of the occasion. Do not insist now. I am in no mood for it.

Branch-What's the matter, old man? Tree—It's a boy at our house, too. My eighth, you know.

FREDERICK T. ROBERTS, M.D., Professor in University College, London, Eng., Examiner in Medicines, Royal College of Surgeons, says, in reference to advanced kidney disease: "Complications are met, such as consumption, heart disease, morbid conditions, liver affections. Warner's Safe Cure cures these affections by putting the kidneys in a healty condition, thereby enabling them to expel the waste or poisonous

Doing His Prettiest.

Mr. Budworthy-Rather clever fellow that young Dudelong, don't you think?
Miss Tewatules—I really couldn't tell.

Mr. Budworthy-Sly dog! He knows when he is at his best .- Puck.

Wifely Care John, do tie a knot in your handkerchief before you go to bed so

-The Duchess of Portland has promised a ton of toys to the children of an English