

the Quebec western counties, he cannot fail to see how naturally, how easily, the rapidly-spreading Franco-Canadian has, so to speak, overflowed into these districts, buying out the more ambitious, westward-moving British farmer, or taking up hitherto unworked land. Nor must the character and habits of the typical *habitant* be forgotten. Happy, easy-going, kind, contented and virtuous; inoffensive unless provoked, temperate, though rarely a teetotaler, seldom a spendthrift, nay, thrifty and economical; intensely, tenaciously conservative of even the most trifling practice or custom of his ancestors, and, therefore, unwilling to change even for progress' sake, caring little for reading, preferring to gather the news of the day at store, hotel or church-door, faithful and devout in religious duties, regarding his curé as his guide in matters both spiritual and temporal—such, in few words, are his leading features. And as in this world good and bad are present in each one's character, so one must regret to note in the distaste for reading a well-defined mark of intellectual sluggishness—a mark which the writer has noticed among French Protestants as well as among their Roman Catholic confrères. And yet, on the other hand, we have had, and still have, man after man endowed with intellectual fire and vigour, men in all ranks of life; there is a Franco-Canadian literature of large extent and variety, whereof, to our shame be it spoken, we of Ontario are only too unfamiliar; there is, it is allowed, in religious matters, and in politics, a spirit of intellectual life. On the other hand, we are only too often confronted with the opposite state of things; and, taking a broad, general view, it is no denial of fact to say that on the whole there is not that push, that energy, that desire for improvement

so characteristic of the Briton, whether Celt or Teuton, or of his American or Canadian progeny.

And nowhere is this *laissez faire* of intellectual life more visibly borne out than in educational matters. For example, Mr. James F. White, Separatist School Inspector, in last year's report has the following:

"*French Schools.*—In some of the counties along the Ottawa River, but chiefly in the counties of Prescott and Russell, there are several separate schools in which French children form either the majority or the whole of those in attendance. In general, both the English and French languages are taught in all such schools; sometimes the principal part of the studies is in English, and the subjects taught in French are reading, grammar, composition and religious instruction—this, even when the great bulk of the pupils speak French as their mother tongue. In other cases the two languages receive about equal attention, and sometimes the greater part of the teaching and instruction is given in French. However, of the whole number of teachers in these French schools—thirty—there were but two or three who were teaching exclusively in French; nor are these, I am told, schools in which English has never been taught, but the scarcity of teachers capable of giving instruction in both languages led to the engaging of those who knew only French, as that is the language of all the pupils in these particular schools."

As to these teachers' qualifications, many of them have diplomas obtained from Boards of Examiners in the Province of Quebec; several have certificates granted by the local Board in Prescott and Russell, and others have only temporary certificates. There are several difficulties to be overcome before there will be properly qualified teachers for such sections. The first is the lack of schools