

to give it its proper place on our programme of studies; and yet the subject is not taught in about 75 per cent. of our elementary rural schools.

The reason of this is not difficult to discover. These schools are the small district schools of young children, with an average enrolment of 22 pupils. Only a few of the older pupils could study the subject from a text-book; nearly all the teaching would require to be oral teaching. The pupils of these schools have so much difficulty in obtaining the mere elements of an English education that it would be difficult to induce them to turn their attention to any other subject. The average salary in these schools is less than fifteen dollars a month, and the average time that the schools are in operation during the year is not more than the minimum of eight months required by law. In order to qualify one's self to take up the subject of oral French in these schools in addition to the other requirements, a teacher must take an extended course of training in some good institution, involving a considerable expenditure of time and money not warranted by a prospective salary of \$120 per annum. Just here lies the solution of this whole difficulty. As long as these schools are unable to offer more than \$120 a year for a teacher, this and other defects must continue to exist in our elementary schools. To impose new conditions at present would simply close these schools. We have the machinery to prepare teachers thoroughly qualified to do this work. We have candidates who would gladly prepare themselves if the remuneration was satisfactory. As soon as the means are placed at the disposal of these schools to enable them to pay twenty or twenty-five dollars per month for their teachers, it will be an easy matter to secure the teaching of French in all our schools, and to improve them in many other respects.

This concerns the second important part of our system referred to—namely, our teaching staff. Over 25 per cent. of our present staff are trained teachers; another 25 per cent. have been brought more or less under the influence of our teachers' institutes; the remainder of the staff have had no kind of professional training, a large number have had no experience, and far too many are teaching without diplomas. The main reason for the employment of teachers without training, without experience or without diplomas, is that the schools are not able to offer salaries that will command the services of trained teachers. That a large number of our schools should be under the independent control of young