

*Standing in French.*

No systematic examination of the pupils in French was made during the inspection of schools, but I had many opportunities incidentally of estimating the training. As in the case of other subjects, results vary with the character of the teacher employed. Where good teachers are employed, pupils are improving their forms of speech, learning to read and to write French and are laying the foundation for the higher study of the French language and literature in the High Schools or University. On the whole, it may be said that in all schools where the subject is continued into Form III, pupils are gaining the power to grasp thought from the printed page in an ordinary book or periodical. Written composition is the subject in which pupils are the most deficient.

*Efficiency of Schools.*

It is evident from an examination of the results of all the tests applied that the English-French schools are, on the whole, lacking in efficiency. The tests combine to show that a large proportion of the children in the communities concerned leave school to meet the demands of life with an inadequate equipment in education.

This statement applies to the general situation and should not be interpreted to mean that all the schools included in the lists at the beginning of the report are, as compared with other schools in the Province, inefficient. The schools at Amherstburg, North Bay, Vankleek Hill, Windsor, and some of the schools in the City of Ottawa, are good types of the graded school. Like most schools of this class, they have their weaknesses in staff and organization; but, everything considered, they are at least the equal of average graded schools in urban centres elsewhere. The school at Plantagenet (P. S. S. No. 6A, North Plantagenet) is doing excellent work. It has given good support to the High School, and few, if any, schools in villages of the size have supplied the Province with more teachers. The school at Fournier (R. C. S. S. No. 4, South Plantagenet) has also an excellent record. The teachers in the Public School at Wendover (No. 3, North Plantagenet), taking into account the handicaps (two teachers in one class-room with a large attendance of pupils), are getting good results, especially in the teaching of English. The rural schools, R. C. S. S. No. 3B, North Colchester; R. C. S. S. No. 4, Cambridge; R. C. S. S. No. 15, North Plantagenet, and P. S. S. No. 1, Hanmer, considering the limitations under which they are working, are efficient schools.

Nor is it to be inferred that the schools named are the only ones in which good work is being done. They are selected mainly to show the possibility of good results under varying conditions in the English-French Schools. Those first mentioned are types of the graded school in mixed English-speaking and French-speaking urban centres. Plantagenet (three teachers) is a village school in a French-speaking community. Fournier is a small school (two teachers) in a mixed English-speaking and French-speaking village. Wendover is a similar school in a French-speaking village. The others are rural schools with one teacher each working under different conditions in French-speaking centres.