

send a sufficient number of scholars from these French schools to Truro for the course of five or six weeks, and there they are taught English by the instructor. Acadian French teachers are present and they do practical work there in observing the instruction and making an effort themselves to do the same. These teachers when they go to the French schools after this colloquial instruction, prepare the French children to continue their studies, after a four years' course in English."

It would appear from this statement that the provisions for training teachers for the bilingual schools of Nova Scotia are much the same as for training teachers for Temporary certificates in Ontario.

9. THE INSPECTION OF THE SCHOOLS.

I had abundant proofs of the influence of the inspector in determining the character of the work in the schools. I have reference not only to his function in securing the observance of the Statutes and the Regulations, but, more particularly, to the phase of his work which is more directly connected with the training of teachers. The effective inspector not only inquires into and reports upon conditions as they are, but is an active force in improving them. He is in a position as he meets the teacher when she is actually engaged in her work, to appreciate her difficulties and to offer assistance.

Take for example the aspects of her work which the teacher in the English-French schools finds most difficult, the teaching of English to French-speaking children and the introduction of English as a means of instruction. The masters in the training schools may lecture on these topics and point out exactly what should be done, but the inspector who visits the teachers learns the actual conditions of her school. If he has insight and sympathy, he can not only tell her what should be done under the conditions, but can in a tactful way illustrate methods of improvement. It is true that teachers who have had an adequate professional training and are improving their methods through experience, may be left to realize their ideals without too much interference from inspectors; but, in the case of most of the young girls who are teaching on Temporary certificates in the English-French Schools, frequent visits from an inspector prove of great assistance in training them for their work.

One of the most effective means, therefore, of improving conditions in the English-French Schools is to increase very materially the provisions for inspection in these schools.

I am indebted to the inspectors in charge of the schools visited for their courtesy and assistance. They did their utmost to give me information regarding routes of travel, stopping places, etc., and to assist me in making myself familiar with the situation in general.

The reports of the individual schools are appended.

F. W. MERCHANT.

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