

at which the French candidates can prepare for an examination to be conducted to a considerable extent in their own language. Many of those now teaching have prepared themselves either by private study or by attendance at some of the higher schools in Quebec Province. Then the amount of salary usually paid is too small to justify teachers to make an expensive preparation for the profession or to tempt them to remain long in it; in Prescott and Russell the average salary for a female teacher in the separate schools was, in 1885, but \$144 a year. Not alone in literary culture is an improvement needed in regard to these teachers, but in special preparation for their profession. Much good was expected to result from the training to be given in the French Model School, for the opening of which preparations have been made this year, and which will, I hope, be opened at latest in September, 1887. In this school instruction in the English subjects should be given as well as in the art of teaching; for only when the teachers have a proper knowledge of English can we hope for its being taught with satisfactory results. Now, while the general standing of these schools is not high, there has been a certain advance in some of them since my first visit in 1882, and they are in about the same state of efficiency as the French Public Schools in these districts.

To this may be added the words of the Hon. the Minister of Education to the Ministerial Association.

Concerning this point the honourable speaker said:—The Government cannot be held responsible for permitting a Frenchman living in Ontario to speak his own language or to teach it to his children. Dr. Ryerson made certain regulations in regard to text books which have continued without amendment to this

day. The regulations say that the French books adopted by the Protestant and Catholic sections of the Council of Public Instruction for the Province of Ontario should be the authorized text books in use in similar schools in Ontario. With the opening up of the eastern counties by railways, large French settlements sprang up to the exclusion of the Protestant settler, and a demand for French teachers became accordingly great. In conversation with my inspectors I was impressed with the fact that in several instances very little English was taught in a few of the schools in Eastern Ontario. In revising the regulations of 1885 (see reg. 24), I provided that English should be taught in every school in Ontario, and this was the first positive declaration of the kind ever made law. In July of the same year, I wrote Mr. Dufort, the French inspector for the counties of Prescott and Russell, calling his attention to the provisions in the law for the examination of French teachers, and suggested that the High School entrance examination should be the standard for a teacher's certificate for some time at all events.

In September, 1885, I issued directions for the teaching of English in all the French schools in the eastern part of the Province. These directions contained minute details of such particulars in regard to the elementary stages of the study of English, as would be useful and helpful to the teachers.

Finally, let the writer affix the results of his own scanty, limited observations. Among his informants is one who has been, and is, a successful teacher, and his testimony, while agreeing with that of others, is more valuable on account of his professional position. To save time and space it may be stated that they agree largely with the utterances of the