

ing. At the present time, there are two training schools, one at Ottawa and one at Sturgeon Falls. The school at Ottawa has this year an attendance of twenty-eight and that at Sturgeon Falls an attendance of seven in the professional class. (The school at Sturgeon Falls has a two years' course: first year, academic; second year, professional.) To secure this attendance it was necessary to admit more than half of these students on a standard lower than that for Entrance to Model Schools. Exception may be taken to the admission of students on such a low standard. Candidates with higher qualifications were not available; and, as rejected candidates are likely to find positions on Temporary certificates, it is thought better to admit them to the training schools and to give them a certain amount of training rather than allow them to begin to teach without any training at all.

The difficulty of securing an attendance at training schools arises mainly from two causes: (1) a relatively small proportion of French-speaking children are in attendance at the High Schools; (2) the demand for young people with bilingual training is great in other fields. In a number of instances, both in Essex and in Eastern Ontario, I asked promising pupils whether they intended to become teachers. The answer in almost every case was in the negative. As a usual thing, pupils in Essex told me that they proposed to take commercial courses and to obtain positions in Detroit. In Eastern Ontario, commercial institutions and the Civil Service claim a fair proportion of those taking secondary training.

The most promising immediate sources of increased supply in Eastern Ontario are the Fifth Classes in small centres of population.

The graduates of the present English-French Training Schools are engaged in Eastern and in Northern Ontario. I found but one teaching in Essex. Most of the trained teachers in Essex and Kent who were not graduates of Normal Schools, had received their professional training in the Model School held at Windsor in 1909. The success of this school would warrant its reorganization on the same basis as that of the Ottawa Training School.

All these sources combined will not, in my opinion, supply sufficient teachers. Moreover, they provide only for teachers of the lowest grade of training. The key to the permanent solution of the problem can be found only in the closer connection of the English-French Schools with the High School system of the Province. In the meantime, teachers with Temporary certificates must be engaged to make up deficiencies in supply. The efficiency of these teachers has been greatly increased by training in Summer Schools. I found on every hand evidences of the good work done in these schools. They might be improved by providing more effectual means for illustrative and practice teaching.

In this connection, it is of interest to know how the demands for a supply of teachers for English-French schools are met in other Provinces. In the discussion on Bilingualism at the Imperial Educational Conference, to which reference has already been made, Dr. Mackay, Superintendent of Education for Nova Scotia, was asked by a delegate, "Have you a large supply of teachers?" He answered: "We are now beginning to have a sufficient supply of bilingual teachers of Acadian origin. We have a vacation of two months in July and August. At the provincial Normal College in Truro, which is affiliated with the agricultural college, we give during this vacation a course in nature study and also in physical training, but we have one department which we call the bilingual school. We have a French visitor of schools, not a regular inspector. We call him a visitor because the regular inspectors take charge of both English and French schools, while the visitor assists the inspectors in the French schools. The present visitor of the Canadian school teaches in the bilingual school, during the vacation, and the Government helps parents to