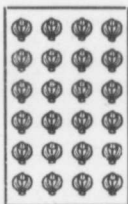


**:: History of the ::**  
**Bi-Lingual Schools**  
**:: of Ontario ::**



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## HISTORY OF THE BI-LINGUAL

### -: SCHOOLS OF ONTARIO -:

**T**HROUGH the schools the Roman Catholic Church is trying to repeat the Tragedy of Quebec in the eastern counties of Ontario. The scheme is to make it impossible for the children of Protestant parents to get an education, unless it is in schools where the Roman Catholic catechism is the chief subject of instruction. The effect desired is to drive Protestants out, and secure their farms for French Roman Catholics. This has been done in the Eastern Townships of Quebec, until there is not a county with a Protestant majority, where forty years ago the whole district was occupied by Protestants.

With a view to resisting this movement this pamphlet is prepared for distribution among Public School supporters, that they may be thoroughly informed on the question.

History repeats itself. It is now twenty years since the bi-lingual school question occupied the attention of the people of Ontario. It was an uneasy spectre which troubled the repose of politicians on both sides of the Speaker in the Ontario Legislature of 1889. Hon. G. W. Ross, then Minister of Education, undertook to exorcise it, but here it is again called up by the French-Canadians of Ontario to fright the midnight couch of Sir James Whitney, and every man in the Legislature. For twenty years there has been silence, pleasant dreams, refreshing slumbers, but the next session of the Legislature promises to witness scenes and hear speeches strangely similar to those of 1889, when Sir Oliver Mowat was Premier and Sir William Meredith, leader of the Opposition.

The Educational Congress of French-Canadians held in Ottawa recently demanded official recognition of the bi-lingual public school in Ontario, a prominent place for French in separate and public schools, where French-speaking people are their supporters, and, in short, governmental patronage of a dual language school system for Ontario.

### **The Spectre Arises Again.**

At this time, therefore, the people of Ontario ought to be thoroughly familiar with the whole history of this question, which was never settled by the Mowat Government, and which in the circula-

movement of time, is about to become a living and vexing issue in the provincial politics of the next few years. For twenty years we have been reaping the results of Mowat's conciliatory policy, which has been unsatisfactory to both English-speaking and French-Canadians of Ontario. Mr. Ross instructed the public school inspectors of Prescott, Russell and Glengarry to see to it that the English language was taught in every school, but during these years the French language, while officially it is regarded as subordinate and to be used only in teaching composition and literature, has been generally employed, and in sections where the French are in the majority scarcely any English is taught, and the English that is doled out comes from a teacher, whose native speech is French and whose English is of the pigeon variety. Where the English are in the minority their children receive a very poor education. The teachers are invariably Roman Catholics, French, and poorly qualified, many, if not most of them, being allowed to teach on a district certificate, which would not be tolerated in Western Ontario.

### **Driving the English Out.**

Owing to the poor schooling to be obtained for their children, the rapid influx of French from Quebec Province, and the Catholicizing of the country, the farming land between Ottawa and Montreal is being vacated by Protestants. In the vicinity of the village of Casselman, in the County of Russell, sixteen farms have passed from English-speaking farmers into the possession of French-Canadians in the

last four years. This shows the rapidity with which the French are invading Ontario. They themselves proclaim that they are 250,000 strong in Ontario to-day, and it is because of this consciousness of strength that they met in a great congress to try and awe our Ontario politicians into submission to their demands, and those of the French-Canadian hierarchy behind them. The English Protestants, who are selling their farms in Prescott, Russell, Stormont and Glengarry, and who are going out West, believe that the day is not far distant when these counties shall be wholly French and Roman Catholic. They prophesy the same fate for Eastern Ontario which has befallen the Eastern Townships. And we are of the opinion that unless the Ontario Government stands firm in defence of our public schools, and makes the bi-lingual school impossible outside those counties; or, better still, abolishes it altogether, that the tide of conquering Romanism and French nationalism will steadily advance westward. No weapons of invasion could be better suited to the purposes of Rome than the separate school and its half sister the bi-lingual public school. English-speaking Canadians bend before them, and withdraw in helpless defeat.

Nothing can be more important at this hour, therefore, than that every lover of British institutions, every supporter of the national school, should be informed on this question which is confronting us. We wish to make it possible for every man in Ontario to be prepared to illuminate the mind of his representative in the Legislature as to the history of the bi-lingual school in Ontario.

### The First Bi-lingual School.

The earliest record which we have of a French-English school in Ontario dates back to 1851. In that year the Council of Public Instruction ordered

"In regard to teachers of French that a knowledge of French grammar be substituted for a knowledge of English grammar, and that the certificate of the teacher be expressly limited accordingly."

In 1851 sanction was given by this Council to the employment in Essex County of a teacher who had no knowledge of English. Seven years later another concession was granted to the French-Canadians of Western Ontario, when the Council allowed regular third-class teachers to take their examination in French grammar instead of English grammar. As to text-books, Egerton Ryerson, who was then Superintendent of Education, replied to enquiries as follows:

"As there is no list of books prescribed or recommended for French schools, and as it may be presumed that the pupils attending them are for the most part or altogether Roman Catholics, I do not see that we can do anything in regard to the kind of books which are used in the few schools of French people in Upper Canada."

This was an occasion when Ryerson failed to display his usual prescience of future events. He was willing to make a liberal concession to "the few 'schools of French people in Upper Canada.'" How could he look into the future and prepare for the day in January, 1910, some fifty years later, when the French-Canadians of Ontario would clamor for full control of the public schools in whole counties of Ontario? In Ryerson's day the French camel had

just got his nose into the Ontario tent, but now he has succeeded in thrusting in his head and shoulders, and is ready to advance still further.

### **After Ten Years' Time.**

In 1868 ten years more had flown by with a steady increase in the number of French schools, and in this year a list of French text-books was authorized by the Ontario Government for French school in this Province. In 1879 this list was considerably enlarged. The long list of books, however, did not include readers, except a syllabaire for elementary schools, and to supply this need it was recommended to the Education Department that the Monpetit French series be authorized. These readers, which have been used for many years in the schools of Quebec Province, and which are still in use in separate schools in Eastern Ontario, had been used all along in the bi-lingual public schools, but the French people wished to have a general usage legalized and approved by the Government. They failed, however, to gain consent to the authorization of these readers which are saturated with Roman Catholic doctrine.

Six years more rolled by and then an extraordinary event happened. History does not record the cause, but in 1885 an order went forth from the Education Department that the English language must be taught in every school in the Province of Ontario. Up to this time, let it be remembered, the teaching of English in the public schools of the French districts, east and west, of Ontario was not compulsory. The trustees and teachers could teach it or not just as they wished

The result? Could anyone fail to guess? In many schools of Ontario, a supposedly English-speaking Province, no word of English was used or taught. But as a consequence of the unexpected action of the Education Department in 1885, suddenly aroused from the sleep of decades, the use of the Ontario English readers was required in the schools of the French and German districts in addition to any other text-books in use. This latter concession robbed the revolutionary order of its sting. The French-Canadian teachers had to make a pretence at teaching English, but the main business of the schools was still to be carried on by means of all kinds of French and Romanist text-books.

### **Farcical Obedience to Law.**

At once, however, the Ontario English readers were installed, and the inspectors reported in 1888 that only six of the public schools in Prescott and Russell had disobeyed orders, and in February, 1889, they reported: "We can now say that English is taught in every public school in the counties."

Of course, much of this teaching was a farce, but it was a proud day for Hon. G. W. Ross, when, on March 9, 1889, he could rise in his place in the Legislature and declare that when he became Minister of Education in 1883 he made enquiries and was surprised to find there were twenty-seven schools in Eastern Ontario in which no English was taught, and by his command all this was changed, that he had insisted for the first time in the history of the Province that English should be taught in every school in Ontario, and that now these inspectors



had reported that English was taught in every school in the French districts.

### **The Late T. D. Craig's Efforts.**

It was because Mr. Ross could make such a statement that he spoiled the effectiveness of the Opposition's fire. For, in the session of 1889, the Conservative party became alive to the fact that the Protestants of the counties of Prescott and Russell were suffering great injustice owing to the flourishing condition of the French schools. Mr. T. D. Craig, then member for East Durham, was the man who opened up the question as to the advisability of bi-lingual schools in the Province of Ontario. On March 9, 1889, he moved in the House for an order from the Education Department, giving statistics as to the number of these schools in the Province, the number of scholars, time given to French and English, and other information. In support of his motion he said he thought that Ontario was an English-speaking Province, and that it should remain so. He quoted from public school inspectors' reports to prove that the teaching of French was encouraged, and that the Roman Catholic catechism was taught in the schools. He also asserted that some Protestants had been obliged to withdraw, although they had paid more than their quota to the cost of building the schools. This was a British, not a French country, he declared. He quoted Sir Wilfrid Laurier to the effect that the English language was destined to be the common language of the country, and he predicted disaster and troubles if the teaching of French was continued in the public schools of Ontario.

It was in reply to Mr. Craig that Mr. Ross, Minister of Education, made his boast that English was taught in every school in Ontario. Further, he asserted that the Roman Catholic catechism was not taught during school hours. (This statement was subsequently found to be incorrect.) The remainder of the speech of Mr. Ross was a characteristic oration, full of tropes and rolling periods in which he pronounced a panegyric on the French people, beginning at the Norman Conquest and coming down through the ages. It was a speech calculated to please the Gallic voters of Eastern and Western Ontario, but as far as cogency of argument went it was no answer to Mr. Craig's direct assertions.

### **Sir William Meredith's Stand.**

It is worthy of note that Mr. Craig did not bring this question into the Legislature without the knowledge of his party. He was backed up by the Conservative leader, members and their organ, *The Mail*. It is interesting to record the words of Sir William Meredith upon that occasion in reply to Hon. G. W. Ross. Mr. Meredith affirmed that the English language should be the prevailing language in Ontario. No school should receive public money without being amenable to the state, and he would hope that the Education Department would see to it that the text-books of all the schools of this Province should be authorized by the Government responsible to the people. He deplored the establishment of Roman Catholic separate schools, believing that they were the means of retarding that unity

essential to the building up of a great nation. His party, he said, was not opposed to the French, but they were opposed to the granting of any privileges to them not given to others.

### Mr. Craig's Resolution.

On March 20, 1889, Mr. Craig, still unconvinced by the flowing rhetoric of Hon. Mr. Ross, and resolved in his own mind that abuses were being glossed over, brought in the following resolution, which, although supported by Mr. Meredith and his followers, was of course voted down by the Government majority:

"The English tongue is the language of the Province of Ontario, and no system of public instruction which does not insure that in every school aided by Provincial funds, or supported in whole or in part by local taxation, the teachers employed are capable of imparting instruction in the English tongue, and that every pupil is instructed in it, and does not recognize and act upon the recognition that the English language is to be the language of such schools, and require that the books in use in them, except those employed giving religious instruction when and where such instruction is permitted by law, shall be approved of by the department having charge of educational affairs, is satisfactory to this House, or will meet with the approval of the people of this Province."

So ended the debate in the Legislature of twenty years ago on the bi-lingual school question. The careful reader gathers the impression that neither Mr. Meredith nor Mr. Ross were particularly well informed as to the real condition of affairs in the French districts. The ordinary member of the House lay in still greater darkness, and the whole

discussion seemed futile. Nevertheless, Mr. Craig's desire for light on this question led to important results.

### **T. D. Craig's Good Work.**

In the first place, his request for statistics regarding bi-lingual schools in Ontario resulted in a return to the House by the Education Department in April, 1889, which showed that in the whole Province at that date there were 111 schools in which French was taught. The total number of pupils in all French bi-lingual schools was 8,798; of this number 5,393 were enrolled in the 65 bi-lingual schools in Prescott and Russell. Of the whole number of pupils in bi-lingual schools only 591 did not study French at all.

As to text-books the following were reported as being used in bi-lingual public schools in the Province: French readers, by M. A. N. Montpetit; Commercial Arithmetic, by the Christian Brothers; History of Canada, by Garneau; History of England, by Drioux; Dictionary by Larousse; French Grammar, by F. P. Nontine; Syllabaire, by Montpetit; French Grammar, by Robert; French Composition, by Robert; Geography, by the Christian Brothers; History of England, by Toussaint.

### **The German Schools.**

In this return statistics were also provided regarding German bi-lingual schools in the Province, and it is interesting to compare the practice in these schools with that of the French schools. The total number of scholars in attendance in German bi-lingual schools in 1889 was 3,318, but of this num-

ber only 1,088 were studying German. In certain schools in Perth county the inspector reported that reading and writing in German were taught to pupils in the second class and higher classes two afternoons in each week. All other recitations were in English. English reading was taught every day. In Waterloo town another inspector reported that German was taught in one division of the nine two hours per week, but English was the vehicle of instruction throughout the whole school. In South Grey one or two teachers used German in explaining work to junior classes, but English was the language taught, and all text-books were English. In the heart of the German district, in Waterloo county, it was reported that German readers were used, but English was also read and arithmetic, geography and history were taught in English only. These figures show how amenable the Germans of Ontario have been to the public school law, and how anxious they have been that their children should learn English.

### **A Commission Appointed.**

Another result, and a most important one, which was brought about by Mr. Craig's resolution in the Legislature was a newspaper agitation and creation of public sentiment which forced Mr. Ross to appoint a commission to investigate the actual conditions in the French bi-lingual school districts of Ontario. This commission, consisting of Professor Reynar, of Victoria University, Rev. D. D. McLeod, a Presbyterian minister of Barrie, and J. J. Tilley, inspector of schools, was appointed in the spring of 1889, and before the schools closed for the summer

vacation they made their tour through Essex and through Prescott and Russell counties, and showed such expedition that their report was completed by August 22, 1889. Although they were sent out by a Government which was supported by the Roman Catholic vote, and which was of course most anxious not to ruffle the feelings of the French-Canadians in Ontario the commissioners found such a bad state of affairs that they could not whitewash the French bi-lingual school, even if they had wished. Mr. Ross had poooh-pooohed the assertions of Mr. Craig that the Roman Catholic catechism was taught in French public schools during school hours, but the commission found a far worse condition of affairs than Mr. Craig had suspected. Not only was the catechism taught in many of the schools, but Roman Catholic prayers were said, text-books containing Roman Catholic dogma studied, crucifixes and pictures and statues of saints displayed in the classrooms, and in several instances even altars erected. The commissioners wrote their report in the mildest and most circumspect style possible, but the cold facts could not be hidden, and to-day the paragraph of their report bearing upon the religious exercises in the French bi-lingual schools of Ontario makes very interesting reading, especially when it is remembered that the public school law of Ontario is still being deliberately broken in these districts by the teaching of Roman Catholic doctrines during school hours; children are still being prepared for communion in public schools, even in the county of Glengarry. The utterance of the commissions on this topic is as follows:

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### The Commissioner's Report.

"Your commissioners found that religious exercises occupy a prominent place in the schools inspected by us. In 57 schools religious instruction is given during school hours, in 22 it is given either before or after school, and in 18 no religious instruction is given. This instruction is given by the teachers from a catechism prepared for children of the Roman Catholic Church. In some of the schools special instruction is given from this book, for a certain portion of the year, to children who are preparing for their first communion.

"The prayers in use, in addition to the Lord's Prayer, which is used in almost every school, are taken from the Roman Catholic books of devotion. These prayers are in some schools, used at the opening and close of the school, both in the forenoon and afternoon. In some of the French text-books in use, the tenets, peculiar to the Roman Catholic Church, are more or less prominently introduced.

"In addition to these methods of inculcating religion, there were found in many of the schools in the county of Essex, pictures of a religious character, the crucifix, and small statues or images of saints. In two instances in the county of Prescott, altars were found in the schools. It was stated that these were erected during the month of May for services of a special nature for the people of the neighborhood, who assembled in the school-houses for evening prayers, as the churches were at a considerable distance from these localities.

"The prominence given to the Roman Catholic religion in these schools is objectionable to the English-speaking Protestants generally. The regulations provided by law on this question are ample to give protection to the religious convictions of all classes of people. They allow sufficient liberty to Protestant and Roman Catholic alike, for imparting religious instruction without infringing upon the ordinary work of the school. In order, therefore,

to remove all ground of complaint, it is only necessary that the schools be brought into harmony with the law."

### Unqualified Teachers.

The commissioners must have been shocked at the poor qualifications of the teachers employed in these schools. French-speaking teachers, they say, are usually employed in schools where the majority of the pupils is French. They were educated in the public schools of the counties of Essex, Prescott and Russell, or they came from Quebec Province. The commissioners found that of 69 teachers only three had ever attended a high school, only two had received any training in either a normal or model school of Ontario. Only one teacher had a second class certificate, only one had a third-class certificate, two had county board certificates, 47 had district certificates, 18 had permits granted by inspectors.

Respecting the proficiency of these teachers in the use of the English language we imagine that the commissioners were very lenient and indulgent judges. They classify 26 as good, 20 as fair and 19 as not competent to teach English with any degree of efficiency. In order to palliate somewhat the sensational facts given above regarding the ludicrous qualifications of these French-Canadian teachers, blind leaders of the blind, the report assumes an apologetic tone. "The inspectors are trying to raise the standing of the teachers in English, but in order to provide teachers for the schools, they will doubtless be obliged in many cases to accept a low degree of qualification. Certain it



is that many teachers now teaching on temporary certificates could pass but a poor examination in English."

And why, we ask, were the children of those counties, both French and English, thus sinned against by the Ontario Government and their own parents? All because of the desire of the Roman Catholic Church to exclude the light of knowledge from her children and to foster the French language and French nationalism in an English Province.

### A New Course Prepared.

In 1885 a course of instruction was recommended by the Education Department, which was intended to be a guide to teachers in bi-lingual schools as to the instruction of children in English. The recommendations were as follows:

"Colloquial Exercise.—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the boy, etc. Such exercises may take the form of object-lessons.

"Reading.—Class I., from Part I. Ontario Readers; Class II. from Part II. Ontario Readers; Class III. from Book II. Ontario Readers; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

"Spelling and composition are also to be taught.

"Grammar.—In classes I to IV., inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language.

"Punctuation.—To receive special attention in all grades.

"Time.—Classes I. and II., at least two hours a week; Classes III. and IV., at least four hours a week."

As to the observance of the above curriculum the commission found

(1) That some English was taught in every school. (2) That the Ontario readers had been introduced into every school. (3) That the pupils were usually well supplied with English reading books. (4) That in at least twelve schools the work done in English was much beyond the amount prescribed. (5) That in 24 schools more time was given to English than that prescribed; in 6 the time prescribed was given, and in 28 less than the time prescribed was given. (6) That in very few schools had sufficient attention been given to colloquial exercises.

"In 17 schools the results were very satisfactory indeed, and in several cases quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English. The backward condition of these last mentioned schools must be attributed, we believe, mainly to the inability of the teachers to speak English freely. **If the children are to learn the English language their teachers must be able to speak it.** The teacher who finds it difficult to express his thoughts in English, to pupils who know even less of English than himself, naturally uses the language which both he and they understand.

"As many of the teachers have attended only the public schools in the district, and have received no professional training, they are not proficient in approved methods of teaching, and the method usually followed in teaching the children to speak English is very defective. A child learns first to speak a language, then to read it. We never teach him the spoken language through the written. He may learn from books to pronounce, and to translate one language into another, but he will learn to speak the language only by the practice of speaking. The general principle that we learn to do mainly by doing, holds true in this case as in all others.

"The method usually followed is to teach the children to read the first French book, and in some

cases a part of the second book, before they learn any English. The first English book is then placed in their hands, and they are taught to read, or rather to pronounce, as their first exercise in English. The teacher gives the meaning of the work by translating into French, and as the pupils advance they are required to spell the words, and to translate regularly from English into French, and sometimes from French into English. This is the method practised in a majority of the schools. The pupils are taught to read and translate in the hope that they will thereby learn to speak in English. We need not say that the hope in most cases is still deferred. The pupils usually translated freely and correctly, and spelled nearly, if not quite, as well as the English pupils present in the schools; but only those who had been taught orally, and who had been trained to give their answers directly in spoken English, showed any readiness in speaking the language.

"This defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very slow progress, and in many cases are learning to read words and sentences which they do not understand.

"At least 90 per cent. of the pupils reported as not learning English were in the first French reader, or had been recently promoted to the second class. Very few were found in the higher classes who were not learning English.

As to text-books the commissioners found that French text-books, authorized by the Council of Public Instruction for the Province of Quebec, were used in the schools. French books on geography, arithmetic and grammar were authorized for public schools in Ontario in 1868 and 1879. No authorization was ever given to the graduated series of readers prepared by Mr. A. N. Monpetit, and known as the Monpetit series.

"These books," say the commissioners, "contain

teachings peculiar to the Church of Rome. Protestants complained to your commissioners of the use of these books, as it brings their children in contact with religious teachings contrary to their own convictions. By far the most objectionable book from this point of view is an elementary reading-book, 'Le Syllabaire des Ecoles Chretiennes,' which is used in many of the schools.

"Of the histories found in the French schools, those in common use are the works of Garneau, Toussaint, Miles, and an Abrege or Epitome of Sacred History, of the History of France and of the History of Canada. Garneau's history is generally faithful and scholarly, although the writer has a manifest preference for the French. The history written by Miles is a translation of an English work. Both it and Garneau's history have been authorized for use in the French schools in Ontario. Toussaint's history and the Abrege are written in a spirit unfriendly to the British Empire and to the development of a patriotism embracing the whole Dominion of Canada. The use of these books should not be continued in the schools."

To cure these evils the commissioners made the following recommendations to the Governments:

(1) That a special school be established for the training of French teachers in the English language. Candidates on completing their course in this school should be prepared to take the regular examinations in English prescribed for teachers' certificates; and only those who have passed such examinations should receive a license to teach.

"(2) That special institutes be held for the immediate benefit of the teachers now employed in the French schools.

"(3) That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

"(4) That a bi-lingual series of readers—French

and English—be provided for the French schools in Ontario.

"(5) That the use of unauthorized text-books in these schools be discontinued.

"(6) That the attention of trustees and teachers be called to the provisions of the law governing religious instruction in public schools, as there seems to be a general lack of information on this subject."

### **Making the Best of It.**

Under the head of general remarks, near the close of their report the amiable commissioners tried once more to soften down to bare austerities of the ugly facts to which they had borne witness. In the following paragraphs it is easy to see that they are trying to make the best of a bad business:

"The object aimed at in the public schools of the Province, is to give to the youth attending them such an education in the common branches of knowledge, as will fit them to occupy creditably the positions in life they may be called to fill, and this education should be imparted in the English language. Any departure from this rule should be only partial, and in accommodation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully attained.

"There can be no question as to the fact that in all the French schools in the several counties visited, notwithstanding particular cases of backwardness or inefficiency, an effort is being made to impart a knowledge of the English language; and not only so, but this work is receiving a larger amount of attention at present than in former years. There are some of these schools in which English has been well taught for many years, so that they are practically English schools. There are also some in which the English language is largely used in the work of the school. This is the case more particularly in the counties of Essex and Kent.

"There are some schools in which the time given to English and the use of that language in the school are too limited; but even in these, more attention is paid to English than formerly, and the use made of it in the work of instruction is greater than it was a few years ago."

### **An Unfulfilled Prophecy.**

The report concludes with a mixture of rhetoric and prophecy. The former lacks the Ross flamboyance, but was in the conciliatory style which was inaugurated by Sir Oliver Mowat in dealing with any question which touched the Roman Catholic Church. As for the prophecy, it is sufficient to say that it never came true. Patience has been exercised, time has been allowed, twenty years being a respectable period for experiment, but the standard of these bilingual schools is still disgracefully low, and the French people, with the Church behind them, are less willing to have their children learn English than they were in 1889.

"In dealing with these schools," so runs the report, "in order to raise them to a higher standard, and to secure a satisfactory teaching of the English language in them, time must be allowed, and patience must be exercised. For many years, the French people were allowed to conduct their schools in their own way, no exception being taken either by the Education Department or by the public. Special provision was made to secure French teachers for them, and French text-books were authorized for their schools. They have lived for a long period in the localities where they are found, enjoying the use of their native language. They are strongly attached to it. It is the language of their fathers, and the language used in their homes and spoken by their children. It is natural that they should cherish it with affection, and desire their children to

acquire a knowledge of it. If the schools are dealt with justly, and with due consideration for the feelings of the people, and if the recommendations in this report are adopted, we believe these schools, within a reasonable time, will be raised to a degree of efficiency that will be satisfactory to both the English and the French people."

### Placating the English.

A final word is written with the object of placating the feelings of the British subjects denied their birthright in the English-speaking Province of Ontario, the birthright of a free and good education in the public schools of the land for their children. Respecting the lot of the English minority the commissioners have this to say:

"Their situation is, in not a few cases, one of difficulty. The schools as now conducted are not satisfactory to them. Their children come in contact with views of religious and national questions with which they are not in sympathy. The question should, therefore, be considered with special reference to these difficulties. Whatever text-books are used should be such as Protestants can put with satisfaction into the hands of their children, and whatever in any public school prevents or renders undesirable the attendance of those children should be removed. . . . Some of the people spoken with seemed to think that there had been in recent years an increased determination on the part of the French people to give prominence to their language to the exclusion of English. They believe they see evidence of this in the social and educational tendencies in their localities."

The commission visited 58 schools and found

No. of scholars, 3,577.

No. of French scholars, 3,346.

No. of English-speaking scholars, 231.

No. of French not learning English, 694.

No. of schools in which religious instruction is given in school hours, 31.

Religious instruction not given in school hours, 27.

### **Recommendations Put in Force.**

This report of the Reynar-McLeod-Tilley commission revealed such a startling state of affairs that the Government had to take action. Let us give credit where credit is due. It is only fair to say that Mr. Ross acted in this emergency with promptness and courage. He put into force every recommendation of the commissioners. On October 17, 1889, only two months after the report was written, the Education Department issued the following drastic instructions:

"(1) That all text-books in the French language, authorized by the Council of Public Instruction in 1868, as well as those authorized by the Education Department in 1879, be removed from the list of authorized text-books on and after the first of January, 1891.

"(2) Where the French language prevails, and the trustees, with the approval of the inspector, require French to be taught in addition to English, the authorized readers to be used for this purpose shall be the series of readers published by Copp, Clark & Co., known as the French-English Readers, composed of the following books: First Reader, Part I.; First Reader, Part II.; Second and Third Readers.

"(3) As there is no Fourth Reader belonging to this series, the department recommends that 'Les Grandes Inventions Modernes' be authorized for pupils in the fourth and fifth forms, where the use of an advanced reader is considered desirable by the trustees and inspector.



"(4) That the authorized Grammar in every form in which the study of French Grammar and Composition is considered desirable by the trustees and the inspector, shall be the text-book known as Roberts' French Grammar."

The commissioners also recommended the holding of an institute, a sort of convention, or what more nearly approached the present-day summer school, in order that poorly qualified teachers might listen to lectures on teaching methods and so improve themselves. The Government endorsed this recommendation, and a special institute for the French teachers of the counties of Prescott and Russell was therefore held during the first four days of October, 1889, in the village of Plantaganet, and it was attended by nearly all the French teachers of the two counties. Lectures were given by half a dozen normal school experts. The teachers in attendance, took copious notes, and no doubt carried back to their work many useful hints as to methods in teaching. They passed a resolution of thanks to their instructors and to Hon. G. W. Ross.

Another important recommendation of the commission, which the Department of Education carried into effect, was the introduction of a series of bilingual text-books. This was a decided improvement, although some French scholars and parents were unkind enough to make fun of the awkward French which occasionally marred the pages. In fact, the French was found to be so defective that a committee was called in to revise it. This series of text-books is still in use in the bi-lingual schools of Ontario. It was certainly a vast improvement over the Montpetit series of French readers which

have been in use in the separate schools for a quarter of a century, books which are permeated with Roman Catholic dogma, and which have at last become so unsatisfactory, even to the French people, that a committee appointed by the present Government are at present engaged in editing a new series for the use of the separate schools in Ontario.

### A Special Training School.

The chief recommendation of the commission was that a special school should be established for the training of French teachers in the English language, in order that the trustees of public schools in French districts might be able to secure the services of properly qualified teachers who could speak both French and English. In accordance with this recommendation the Government established a model school in January, 1890, in the village of Plantaganet, in connection with the public school. The ratepayers of Prescott and Russell voted in the County Council the sum of \$800 to assist in procuring a school building, and the Township Council of North Plantaganet gave an additional \$200 for the same purpose. The County Council also raised the regular annual grant to county model schools from \$150 to \$350.

This school was opened in 1890, and by 1893 it was reported that the total attendance had been 119, while 88 of these pupils had passed the examination.

When the commission returned to Prescott and Russell in 1893 to view the results of the recommendations which they had made in 1889, they were

particularly pleased with this model school, the dearest child of their suggestion. The following glowing extract from their report, is in part a psalm of rejoicing and in part a prophetic song:

"When we compare the improved standing in English of the teachers now employed in the schools, with the standing of those employed four years ago, and when we remember that this improvement has been made chiefly during three years, which is the time since the first teachers went out from the model school, and when we also take into account the eagerness with which trained teachers, who can speak both languages, are sought for by the people, and the general desire of the French parents to have their children learn English, there can be no room to doubt that the very marked improvement of the past few years will be not only maintained but increased, and that within a few years the French children will know not only the French language, but will also be able to read, speak, and write the English language with considerable freedom and accuracy."

Alas for prophecies, this prediction also failed! The French children of Prescott and Russell still study English as a dead language, and most of them are entirely unable to answer the simplest questions in English.

### Oral Teaching of English.

The Education Department also endorsed the demand of the commissioners that the French children of Ontario be taught English orally, English as it is spoken, not merely reading and translating as if English were a dead language. An elaborate circular of instructions to French-speaking teachers showing them how to teach conversational English, was issued by the Department, and we hope read

and digested by the teachers of Prescott and Russell. In addition to this the statutes and regulations of the Education Department in 1891 mentioned specifically as one of the duties of teachers "to conduct every exercise and recitation from the text-books prescribed for public schools in the English language. All communications between the teacher and pupil in regard to matters of discipline and in the management of the school, shall be in English, except so far as this is impracticable by reasons of the pupil not understanding English. Recitations in French or German may be conducted in the language of the text-book."

This order meant a thorough revolution in the public schools of Prescott and Russell, where French had ruled supreme for half a century. It meant that the French-speaking teacher was obliged to teach even arithmetic, history and geography in English. The commands of the teacher, the colloquial phrases used in teaching backward children, the directions for home-lessons—all these were to be in English. This was a large order, for nine teachers in ten in charge of these schools were French-born, and spoke only broken English. And this regulation of the Education Department has been in force for 18 years, and is in force to-day, but it is more honored in the breach than in the observance.

Let us see what condition of affairs prevailed in 1893 when Messrs. Tilley, Reynar and McLeod made their second tour. They had made certain recommendations, and these suggestions had been adopted. Hon. G W. Ross had sent out his ukase

to the French people of Prescott and Russell, and for two full years the teachers had been pulling two oars, the French and the English, in the educational boat. Considerable splashing was being done, but the commissioners smiled upon the teachers benevolently. In spite of their mildness and optimism the careful reader can detect an undertone of sorrow in their report. Although they do not say so, they must have been painfully surprised to find that in four brief years 27 public schools in the county had been transformed into separate schools, so as to be completely in the hands of the Church, enjoying the catechism, prayers, Montpetit religious reading-books, non-imperialistic histories, etc., and out of reach of the meddling hands of Ross or any of his commissions. In spite of the fact that the commissioners had testified to the universal desire of French parents to have their children learn English, here was the actual sentiment expressed in action. The commissioners were astute enough to notice that the priests and people were not so willing after all to be educated a la Anglais in Protestant style.

"One probable reason," says the staid report, which here becomes human, "for these numerous changes was the uneasiness excited amongst the French people by the agitation, over their schools four years ago, and the fear lest their privileges might be interfered with." The visit of the commissioners in 1889 certainly gave the French people a genuine scare. When the commissioners arrived at a village school the habitants would run in from the fields and plead with them not to rob them of

their language and their religion. In their desire to be scrupulously fair the commissioners also observe that "we found the separate schools, to say the least, fully equal to the public schools in regard to the diligence and efficiency with which the English language is taught." Which, of course, was no very great compliment!

### After Four Years.

The commissioners compare the classification of the schools made in 1889 with that made in 1893: In 1889, 17 were classified as very satisfactory, 21 as schools in which fair progress was being made, and in 18 the pupils knew only little English. In 1893, 30 are classified as very satisfactory, 15 as schools in which fair progress is being made, and 11 are classified as inferior in knowledge of English. "It only requires that the better methods now "being used be persevered in. In all educational "measures time is an essential element."

When we consult the schedule or annex to the report of the commission we find many discouraging criticisms of individual schools. Consider, for instance, such distressing sentences as the following.

"Some pupils did very well, but many were quite backward, teacher knows but little English. The lowest classes were learning a little English, and some pupils in the senior classes did fairly well, but the school as a whole was backward in English. The teacher is evidently neglecting the subject. The classes in this school did not do very well—teacher did not show the usual amount of energy in her work. This school is rather backward in English. In the lowest division pupils had been taught to read and translate, but had received scarcely any training by the conversational method.

The English in this school was inferior. Teacher was not carrying out the instructions issued by the department. Pupils were backward in English; teacher had not been following instructions issued by the department. The school was decidedly backward in English."

In addition to the improvement in teaching, and as a cause, the teachers themselves were much more competent to teach both languages than in 1889. In 1889 the classification of the teachers, taking proficiency in the English language as the basis of classification, was: 26 good, 20 fair and 19 not competent to teach English with any degree of efficiency. In 1893, on the same basis of classification, 51 are classified as good (of these 19 excellent), 11 as fair, 9 as inferior, and 1 as incompetent to teach. The time given daily to teaching in the English language had increased by 50 per cent., or from 2 1-30 to 3 1-26 hours.

A decided change for the better had taken place in respect to religious instruction, or at least such were the reports given by teachers to the commissioners. In 1889 they found Roman Catholic pictures on the walls, altars and images in the school rooms, and the Roman Catholic catechism was taught lavishly. But in 1893, so the report runs, in 14 out of 30 of the schools visited no religious instruction was given during school hours. In 12 of the remaining 16, religious instruction was given after the regular work of the school, but the time for this had not been arranged by the trustees as provided for by the regulations. In none of the public schools were there any emblems or pictures of a denominational character.

### Nothing Done Since 1893.

Since the tour of the Ross commissioners in 1893 the bi-lingual schools of Ontario have not received any attention from the public. The French-Canadian population, however, has increased and multiplied. The separate school, therefore, has flourished exceedingly. In 1887 there were 229 Roman Catholic separate schools in the Province, in 1906 there were 443. In Prescott and Russell in 1889 there were only 10 separate schools, in 1907 there were 78. To-day there are at least 30,000 French in these counties, and they control a majority of votes in ten of the eleven townships. In the township of Alfred, for instance, there are only two public schools, and they are dying of inanition; all the rest of the schools are separate, and, of course French.

In those bi-lingual public schools which still remain in French districts of Ontario the situation is controlled by French Roman Catholic trustees, and except for the fact that they must endure the visits of a Protestant school inspector, the conditions are almost as favorable for the teaching of the Roman Catholic religion and nationalism as in the separate schools themselves. Where the French have a majority of votes they elect their own as trustees, even when they cannot read or write, and if they do the Protestant minority the compliment of electing one English-speaking ratepayer to the board they are apt to forget to ask him to attend any of the meetings, and frequently hire the teacher without consulting him in any shape or form. The fact of the matter is that wherever the French-Canadians of



Ontario are able to run the public school, and make it predominantly French, they do so, and carry affairs with a high hand without the slightest consideration for the wishes or interests of the weaker Protestant brethren. It is the constant policy of the Roman Catholic Church, of which the French-Canadians are most obedient children, to spoil the public school sections by encouraging the French ratepayers to withdraw and form a separate school section. Whenever a public school becomes too old or so dilapidated that a new building must be erected, the priest of the parish steps in and compels the French to withdraw from the public school and build a new separate school. In communities where the French are unable to afford to build new separate schools, and where the large ratepayers are Protestants, dispensation is granted by the indulgent Church to the French parents to allow their children to attend the public school.

The tragedy of the public schools of Eastern Ontario has been due to the weakening of sections by the erection of separate schools, and by the Gallicizing of the public bi-lingual schools to the lowest point of efficiency.

In many places in Prescott and Russell the public schools, supported by a few Protestant families, are making a desperate struggle to keep things going, while in the same villages large separate schools flourish. The irony of the situation is all the more pronounced because both the largely-attended separate school and the little, dying public school are recipients of the bounty of the Ontario Government through its grants. During the days of the Mowat

administration Hon. C. F. Fraser managed to have a phrase inserted in the Separate School Act to the effect that Roman Catholic separate schools should be entitled to the same grants from the Government as public schools. To-day, therefore, if separate schools inspectors wish to be unscrupulous, they can send in recommendations that largely attended separate schools be assisted from the poor fund. It so happens that in the village of Casselman, in Russell county, there is a large separate school and a dying public school. The poor public school received from the Government fund in 1907 the magnificent sum of \$8, while the strong separate school received \$68! In the town of Rockland, a busy lumbering centre in Russell county, there is a large French population, and, of course, a very large separate school. The weaker public school, in 1907, received \$20 as a Government grant, while the separate school, without the least qualm of conscience, joyfully accepted \$148 from an indulgent Government! This is a scandalous state of affairs, and we submit that the least the Education Department can do is to cease giving sops of this kind to the very schools which are destroying our national schools wherever they find it possible to do so. This sort of thing is intolerable to the public school ratepayers of this Province! In giving grants to the separate schools the Government is robbing Paul to pay Peter..

One of the greatest reforms which the Whitney Government can undertake is to insist that teachers, both in separate and public schools of this Province, should be properly qualified. It is a notorious fact that in the bi-lingual schools of Ontario

there are teachers to-day, who speak only broken English, and who are totally unfit to do their work properly. The French trustees are satisfied with any teacher, provided he or she is Roman Catholic and French. They refuse to employ properly qualified English-speaking, Protestant teachers. They want a teacher who will specialize on French, and who will teach the Roman Catholic catechism, and open and close the school with Roman Catholic prayers. In all the public schools of Prescott and Russell, where the French have control, no English-speaking teacher, no Protestant, need apply. A couple of years ago, a fiat went forth from the Whitney Government that all public school and separate school teachers must be properly qualified. District certificates and permits were to be as worthless as brown paper. But this declaration, which filled the breasts of nuns, and Christian Brothers and illiterate French teachers with alarm and dismay, has never been enforced. The great scarcity of teachers has been the excuse for a laissez-faire policy. But is there any decent excuse for the lamentable lack of qualified teachers in Prescott and Russell counties?

In 1893 the Ross commissioners saw signs of improvement; they prophesied that the model school of Plantaganet would turn out efficient teachers; they predicted that in time all would be well. But what is the present condition? If there has been any improvement in the teaching standard in sixteen years it has been very slight, and there is still crying need for reform. The following figures for 1906, compiled by W. J. Summerby, public school inspec-

tor for Prescott and Russell, and included in his report to the County Council, tell their own sad story. The certificates of the 121 teachers in the public schools are graded thus:

First class .....	3
Second class .....	18
Third class .....	36
District (English) .....	14
District (bi-lingual) .....	36
Temporary .....	14
	—
	121

According to the Toronto standard only 21 of these 121 teachers would be regarded as efficient, and 64 of these teachers would be regarded as hopelessly incompetent in any rural district of Western Ontario.

## **Present Conditions**

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### **As Disclosed by Affidavits of Responsible Residents in Counties of Prescott and Russell**

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In order that our readers may be informed as to present conditions we print herewith extracts from affidavits made by substantial men in the counties under consideration. The originals are in the hands of the Minister of Education. The names are withheld for the obvious reason that their use would bring a boycott upon the men who have supplied the information. However, the Government has their names, and is thus able to test their good faith.

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#### **No Protestants Need Apply.**

A merchant in the county swears to the following: "For 50 years I have been a ratepayer in PUBLIC SCHOOL SECTION NO. —, in the county of Prescott. About ten years ago my daughter, who held a Normal School professional certificate, applied to the trustees of Public School No. — for appointment as teacher. The trustees, who were

all French and Roman Catholics, said that personally they would like very much to give my daughter the appointment asked for, but that the Roman Catholic parish priest had ordered them to engage a Roman Catholic teacher. I went to the priest to see if this statement were true, and he informed me that he could not possibly permit the trustees to engage any but Roman Catholic teachers. He admitted that my daughter was a fully qualified teacher, and was well fitted in every way but one for filling the position, but that he was decided that none but Roman Catholic teachers could be engaged. And in our high school the same system is in vogue there. No Protestant teacher need apply. Nor will they allow a Protestant on the Board of Trustees.

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#### A Girl's Story.

The daughter of a farmer in the township of Caledonia, Prescott county, swears: "I attended the public school in School Section No. —, in said township during the years 1906 and 1907. During those years when the school assembled, the pupils were required to kneel and repeat prayers to the Virgin Mary, asking her to protect them. These prayers were repeated four times during the day. The regular school prayers were not repeated. The prayers repeated were all Roman Catholic prayers. The teacher read a book describing the Roman Catholic faith and setting forth that outside of the Roman Catholic Church there is no salvation, and that Protestants and other heretics will be damned and go to perdition. While this book was being

read by the teacher, the Catholic children would turn around and look at the Protestant children and laugh at them, thereby intimating 'that means you.' The teacher taught the Roman Catholic catechism from half-past three until school closed each day. He taught four classes, about thirty in number. The priest came to the school to hear confessions. On the first occasion he told the Protestant children to go outside. We went, thinking it was only for a little while, but he kept us out until dinner time. The weather was cold, and some of the children became ill in consequence. The second time the priest came to hear confessions he ordered the Protestant children to go home and stay there until the afternoon. He paid another visit to the school on a later date, I was credibly informed, and heard confessions. There were no Protestant children there on the last occasion referred to."

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#### Teaching the Catechism.

A ratepayer in Glengarry makes affidavit as follows: "I am a supporter of Public School Section No. —, in the above-named township, and I know that the **Roman Catholic catechism is taught in our PUBLIC SCHOOL during school hours**, sometimes twice a day, and that so long as a Roman Catholic teacher can be employed, it is the invariable rule to debar Protestants from teaching in this public school, and that this is the general practice in public school sections in this part of the county of Glengarry where Roman Catholic ratepayers are in the majority, and that to my certain knowledge it is the common practice in public schools in this part of the country, where Roman Catholic ratepayers have a majority, to have the catechism taught in school hours, and that in this section it is the common practice for the electors to appoint only one

Protestant on the trustee board, and that important business is transacted, even the hiring of teachers by the Roman Catholic trustees without calling a meeting of the Board, and without consulting the Protestant trustee, and that on several occasions the parish priest has met with the Roman Catholic trustees on public school business after mass in the Roman Catholic church, and that on many occasions the public school in this section has been dismissed in the forenoon to permit the children and teachers to attend masses and funeral services in the Roman Catholic church, and that as a result of having Catholic teachers in our school it is closed on all Roman Catholic holidays, and our children consequently have to stay at home."

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#### Incompetent Teachers.

A public school trustee in the county of Russell swears: "I am a trustee of Section No. —, in the township of C—, in the county of Russell, and acting in conjunction with two other trustees, both of whom are Roman Catholics, we hired an English-speaking teacher for the school year 1909 and 1910, but when she wrote that she would not accept the position, the other trustees, without consulting me, and without my knowledge, on their own initiative, engaged the services of the present teacher, who is a French-Canadian and a Roman Catholic, and that this teacher uses Roman Catholic prayers in the school every day, and frequently teaches the Roman Catholic catechism to the children in school hours, and that my children are compelled to lose valuable time because the school is not held on saints' days, which are regarded as holidays by Roman Catholics, and that my children are not properly instructed, because so much time is consumed by the teacher in hearing classes recite in French, and that her acquaintance with the English language is imperfect."



### French-Canadian Schemes.

Another public school trustee says: "I am a trustee of the above-named section, and that the English-speaking ratepayers pay three-quarters of the taxes in support of the school, and that there are as many English-speaking children in attendance as children of French-Canadians, and that notwithstanding these facts the French-speaking ratepayers of this section have made a request that our public school become a bi-lingual one, assigning as a reason that their children could not study their catechism in French, nor could they read the Roman Catholic prayer book in French, and that some years ago a number of French-Canadians withdrew their support from our public school to become separate school supporters in St. A—— parish in this vicinity, and that the present agitators declared that those who withdrew would return to support this school if the English-speaking ratepayers would allow it to become a bi-lingual institution, and that it is my firm determination, and the unanimous purpose of English-speaking supporters of this public school to withstand the plans of the French-Canadians for a bi-lingual school, and that if they do succeed in out-voting us, we are resolved to establish a Protestant separate school, for it is our opinion that the bi-lingual school in this part of Ontario is a failure, as far as teaching either English-speaking or French children is concerned.

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### Tried to Steal from the Public School.

Still another trustee swears: "Two years ago the Canadian Northern built a line through this township, and bought the public school property, an acre of land, in School Section No. 10, for right of way, and a year ago, in October, 1908, the deeds

came from the legal firm of W. H. L——, of H——, and I, being a school trustee for the section mentioned, was asked to sign, after the other two Roman Catholic trustees had already signed the deed. But I discovered that in the deed the property was described as belonging to a Roman Catholic separate school, and the land, which the railway company was providing in exchange as a new site, was similarly described. As our property has always belonged to the public school, I refused to sign away the right of Protestant children in this manner. The deeds were rectified accordingly, and the new property acquired by this school sect'ion belongs to the public school system to-day."

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#### **A Roman Catholic Protests.**

A Roman Catholic makes this affidavit: "I am a Roman Catholic supporter of School Section No. 1, in this township, and that the teacher gives nearly all the instruction in French, teaches the catechism during school hours, consuming much time in this way, and closes the school on Church holidays, and that a Roman Catholic teacher is always employed, and that an endeavor is being made by the parish priest to influence the ratepayers to become separate school supporters, and that I have been the only Roman Catholic to oppose this plan, and I do this because to my certain knowledge nothing is taught in separate schools in this district but the French language, and scholars attending separate schools secure a very poor education."

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#### **Hit on the Head With a Ruler.**

A ratepayer swears to this: "One of the recent teachers in School Section No. ——, of this township, attempted to teach my children the catechism

during school hours, and when they refused to learn these teachings of the Roman Catholic Church, she hit them on the head with the pointer, and that she required all children in the school to repeat prayers to the Virgin, and kept an image of the Virgin Mary in the corner of the room, and that the present teacher teaches Roman Catholic scholars the catechism during recess, and that for years all the teachers who have ever been in charge of this public school have closed the school on saints' days and Church holidays."

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#### **Very Little English Taught.**

A farmer declares: "I am a supporter of Public School section No. 4, in the township of C—, and that to my certain knowledge the Roman Catholic catechism is taught in the public school in school hours, and that the children are frequently allowed to go home at half-past two o'clock in the afternoon, and that the teacher is a French-Canadian, who speaks very poor English, and that on this account very little English is taught in the school, and that the children who attend are not given proper or adequate instruction, and that my taxes towards the support of this school are very high, amounting to about fifty-five dollars (\$55.00) yearly."

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#### **More Catechism Taught.**

Mr. J. C., a farmer in the county of Stormont, saith as follows: "I am a trustee of School Section No. 16, of this township, and I regret that we are not able to secure the appointment of a capable English-speaking teacher each year, owing to the fact that the French-Canadian ratepayers are determined to have a French-speaking Roman Catholic teacher. We English Canadians were able to win the victory

this year, and have an English-speaking teacher here now, but last year a Roman Catholic teacher was employed who was very unsatisfactory to the parents of English-speaking children. He could barely make himself understood in English, and was, therefore, not qualified to teach even in a bi-lingual school. Besides giving instruction in French, he taught the Roman Catholic catechism in school hours. Even the French parents realized he was a poor teacher, but they were content so long as he was a French-Canadian and a Roman Catholic. One of them said to me, Of course my boy does not learn much at school, but there is one satisfaction he is taught the catechism. I expect that before long the French will outnumber the English, and put in French Roman Catholic trustees, then our children will obtain little or no instruction."

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#### The Rosary in Public Schools.

A Protestant ratepayer and supporter of the public school says: "I am obliged to send my three children to Public School No. —, a distance of two miles from my home, and am required to pay for their tuition fifty cents each per month. I have been compelled to take this course, because of the condition of affairs in public school, a bi-lingual school, in this section, of which I am a supporter, and in years passed have been a trustee. All the members of the present Trustee Board are Roman Catholics. They employ a French-speaking Roman Catholic teacher, who is poorly qualified to teach in any school, as she holds only a district certificate. The French-Canadian ratepayers are satisfied with any kind of teaching so long as their children are taught the Roman Catholic catechism. But any father who wanted his children to have education of any kind would not send his children to this school. In the last ten years only one scholar of this school has succeeded in passing the entrance examination.

A year ago, on promise by the trustees that better education would be given, I re-commenced sending my children. They attended school for one week, and that was enough. Roman Catholic prayers were recited. Even the rosary was used three times a day. Much time was spent during school hours in teaching the Roman Catholic catechism, and during that week, at least, only reading, writing and arithmetic were taught, history and geography being neglected, although the children count their beads, and cross themselves the same as if they were in a convent. I would not object to these Roman Catholic practices so much if they were taught anything else, although I have objected to the instruction given, or rather the lack of it, and have applied to be transferred to the other section, where I have to pay tuition fees. My petition has been refused. One of my Roman Catholic neighbors, John H—, also sends his two children to No. —, public school, although, like myself, he is obliged to support No. —."

