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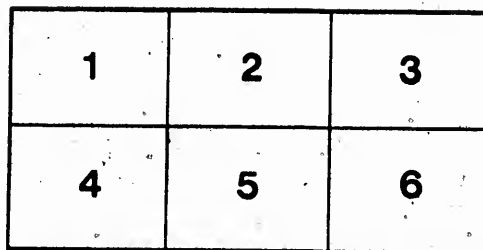
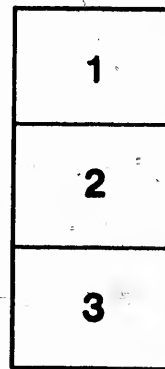
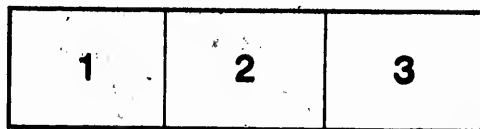
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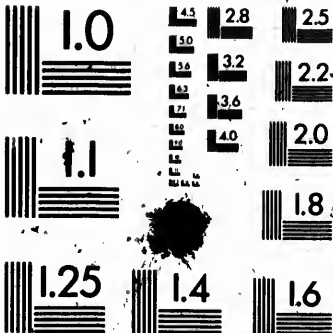
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## INSTRUCTIONS

### TO TEACHERS AND TRUSTEES OF FRENCH- ENGLISH SCHOOLS.

In August, 1885, (the Education Department adopted the following regulation for the study of English in school sections where the French or German language prevails:—

“The programme of studies herein provided shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the inspector and trustees. *In French and German schools the authorized Readers should be used in addition to any text-books in either of the languages aforesaid.*”

This regulation was supplemented by instructions issued in September of the same year, pointing out the best methods of teaching English in such schools, and although it appears from the report of the Commissioners who recently visited the French districts that the authorized Readers are used in every school, and that a laudable effort is being made by trustees and teachers to carry out the intentions of the Department with respect to the study of English, it must not be assumed that all has been accomplished that was intended by the above regulation or subsequent instructions. There is still room for improvement, particularly in the colloquial use of English. The Commissioners report that in some schools the pupils in reading the English text-books appeared to be repeating words, the meaning and use of which they did not understand. This defect in teaching should receive immediate attention. It is hoped that by following the directions herewith submitted all just cause of complaint in regard to this matter will be speedily removed.

*Teachers should study English.*

It is very desirable that teachers not familiar with the English language should apply themselves at once to the study of English.

Not only shall the teacher conduct in the English language every exercise and recitation from the prescribed Eng-

lish text-books, but communication between teacher and pupil in matters of discipline, and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English.

*Teachers' Institutes.*

It is intended to hold annually, for some years a Teachers' Institute, similar to the one held this year, for the purpose of considering the best methods of teaching the different subjects in the Course of Study, and of organizing and managing schools—such institute to continue in session for one week. Great care will be taken to make these institutes helpful to the young and inexperienced teachers, and special attention will be paid to such difficulties as are peculiar to schools in which both French and English are taught. The masters of the Normal Schools and the other officers of the Education Department engaged in this work will be directed to give such assistance as may be necessary.

*Model School for French Teachers.*

Under the Regulations, as they now stand, County Model Schools hold but one session in the year, and that only for the professional training of teachers. In counties where there is a scarcity of teachers qualified to teach English these schools shall hereafter hold two sessions each year, and shall in conjunction with the ordinary professional course required by the Regulations for County Model Schools, give a full literary course in English in all the subjects prescribed for District Certificates. The final examination for certificates shall be conducted in the English language. There shall also be an examination in the French language in the subjects of reading, grammar and composition. The Board of Examiners for the county or counties concerned will be entrusted as at present, with the local administration of these schools.

*Bi-lingual Readers.*

In order to facilitate the study of English and at the same time relieve the parents of French children from the double cost of purchasing text-books in both languages, the Education Department has authorized for the use of schools where the French language prevails, the bi-lingual readers authorized for the French Schools in New Brunswick, Nova Scotia and

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Prince Edward Island. The names and prices of these readers are as follows:—

	Price.
First Reader, Part I.....	10c.
First Reader, Part II.....	15c.
Second Reader .....	25c.
Third do .....	35c.

#### COURSE OF STUDY IN FORMS I. II. AND III.

##### *Colloquial Exercises in English.*

Pupils who have little or no knowledge of English should, on entering school, be taught the names of common objects, as those seen in the school-room, in the play-ground, in the street, on the farm, in the pupils' homes, articles of food, parts of the body, etc.

When a few names have been learned the pupil should be required to use them in phrases and sentences.

This course should be followed for some time before reading is begun and until the pupil has acquired a considerable vocabulary.

The new words in the reading lessons should be taught orally in this way before the lessons are read.

This plan should be followed in every form and till the pupil is able to converse freely in English.

##### *Reading.*

In Form I. the Ontario Readers, Parts I. and II., or the authorized French-English Readers, Parts I. and II., should be used.

In Form II. the Ontario Second Reader, or the authorized French-English series Second Reader should be used.

In Form III. the Ontario Third Reader, or the authorized French-English series Third Reader should be used.

In order that the pupil may fully understand the meaning of what he reads and that his vocabulary may be enlarged he should be required to give orally and in writing the meaning of English words, phrases and sentences in other English words, phrases and sentences.

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\* The "Course of Study" applies to both French and German Schools except in the matter of text-books in the French or German language.

Special drill in pronunciation should be given in each form. Selected passages in prose and verse should be committed to memory.

#### *Writing and Spelling.*

Form I.—Copying on slates lessons from blackboard and Reader.

Form II.—As for Form I., with easy oral exercises and dictation; copy books.

Form III.—Writing on slates, oral exercises, dictation, writing in copy books.

#### *Grammar and Composition.*

The instruction should consist of a progressive series of exercises, oral and written, in the correct use of language; practice in sentence building; the correction of common errors in conversation; parts of speech and their inflections. Teachers should use especial care in training pupils to express themselves accurately in all their answers to questions.

#### *Geography.*

The teacher should give his pupils a knowledge of direction and boundaries by reference to local circumstances with which pupils are familiar, such as the school house and its surroundings. Definitions as far as possible should be drawn from the pupil through his own observations of nature, or by means of blackboard illustrations. Special attention should be given to the map of the World, of America and of Canada. Map drawing should be practised in each form.

#### *History.*

A few of the leading events in English and Canadian History should be impressed upon the pupils by means of conversation. Reference to the part played by the men and women whose names occur in the reading lessons should be dwelt upon by the teacher. An outline of the system of government prevailing in the country should be given to the pupils.

#### *Arithmetic.*

The first four simple rules should be thoroughly mastered. Accuracy and expertness in these should be made a special object. Problems to be solved by analysis should be given. Mental Arithmetic, Compound Rules and Reduction.



### *Drawing.*

The exercises in Parts I. and II. of the Ontario Readers or the Kindergarten series of Drawing Books should be used, or The Public School Drawing Course, numbers 1, 2 and 3.

### *General Directions.*

In following the Course of Study herein prescribed, the greater part of the pupil's time in the First and Second Forms will be occupied by colloquial exercises, and in learning to read in French and English. The course in other subjects should consist mainly of blackboard exercises and oral instruction adapted to the attainments and capacity of the pupils without a text-book. When the pupil enters the Third Form his knowledge of English should be sufficient to enable him to use all the English text-books authorized for the ordinary Public School so far as the Course of Study makes this necessary. Teachers will, therefore, be expected so to prepare their pupils in English before entering the third form as to render this course practicable.

### COURSE OF STUDY IN FORM IV.

In the Fourth Form "*Les Grandes Inventions Modernes*," may, if deemed desirable by the Trustees and the Inspector, be used by pupils learning French, alternately with the Fourth Reader of the authorized series in English. Robert's French Grammar may, under similar limitations, be used in addition to the authorized English text-book in this subject. The course of study prescribed in the Regulations for Public Schools should be strictly followed in every subject. Pupils, before leaving this form, should be fit to pass the entrance examination into High Schools.

### *Time Limit.*

As the time to be devoted to the study of English in schools where the French or German language prevails depends upon the knowledge of English possessed by the pupils upon entering school, no time limit for the study of English can be fixed, the necessities of his pupils being the teacher's best guide in this matter. It shall be the duty of the Inspector however to see that the subjects prescribed for each form are taught efficiently and that the study of French or German does not encroach upon the time necessary to acquire a thorough knowledge of English.

*Unauthorized Text-books.*

It appears from the report of the Commissioners already referred to that unauthorized text-books have been used in some schools. These should be removed without delay, and the School Act and regulations in this respect strictly adhered to. All text-books heretofore authorized may continue to be used by such schools as have adopted them till the 1st of January, 1891. After that date their use must be discontinued, and the text-books herein mentioned exclusively used. In order that trustees and teachers may understand their position with regard to this matter the following sections from the Public Schools Act (See Revised Statutes, 1887, chap. 225,) and the Regulations of the Department are given:—

**205.** No teacher shall use or permit to be used as text-books any books in a Model or Public School, except such as are authorized by the Education Department, and no portion of the legislative or municipal grant shall be paid by the Inspector to any school in which unauthorized books are used.

**206.** Any authorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject, on the written approval of the Trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

**207.** In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, as the case may be, be liable to a penalty not exceeding \$10, payable to the municipality for Public School purposes, together with costs, as the Police Magistrate or Justice may think fit.

Section 183 says "It shall be the duty of the Inspector to withhold his order for the amount apportioned from the legislative or municipal grant to any school section where the teacher uses or permits to be used as a text-book, any book not authorized by the Department."

By Regulation 7, sub-section 9, approved in 1885, "it is, the duty of Inspectors to see that no text-books are placed in the hands of the pupils except those authorized for their use. Under the disguise of being books for home study, many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department."

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*Religious Instruction.*

As it also appears from the report of the Commissioners that religious instruction is given in some schools during school hours, and that the regulations on this subject are not generally understood, the attention of trustees and teachers is specially directed to the regulations given below. From these it may be seen that liberal provision is made for religious instruction, according to law. It should be borne in mind that in order to carry out the spirit of the law and the regulations with respect to religious instruction, emblems of of a denominational character should not be exhibited in a public school during regular school hours. You will therefore see that the non-denominational character of the public school is strictly preserved, in this as in all other matters respecting religious exercises.

*Regulations with respect to Religious Exercises.*

8. The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period.

200. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the Trustees, by resolution, may direct.

202. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing, and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

906. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school. \*

I confidently expect that trustees and teachers will faithfully carry out these instructions. It will give me much pleasure to render you all the assistance in my power to promote the efficiency of your schools, in order that every pupil under your care may acquire such a liberal and practical education as would fit him for the duties of citizenship in the highest sense of the term.

GEO. W. ROSS,

Minister of Education.

Education Department,  
Toronto, October 18th, 1889.

