

rural school was asked why she did not use more English in her teaching. Her answer was that she was teaching in a Roman Catholic Separate School, not in a Public School. It is not common, I believe, for teachers thus explicitly to claim that because their schools are organized under the Separate Schools Act, they have special privileges apart from the provisions for religious training. Nevertheless, the impression that those in control of Roman Catholic Separate Schools are working under freer conditions respecting the course of study, the language of instruction, and the use of text-books, than those in charge of Public Schools, prevails. Indirectly, this impression has been one of the chief factors in limiting the use of English in English-French Roman Catholic Separate Schools in Eastern Ontario and the Districts, because the teachers in these schools have not been made to feel that they were under obligations or bound by regulations to endeavour to make it the language of instruction.

VII. CONDITIONS WHICH PROMOTE EFFICIENCY.

In some of the schools, the French-speaking children are acquiring a good working knowledge of English, both oral and written. At the same time, they are learning to read and to write French, and are being given a satisfactory training in the other branches of a Public School education. The success of these schools demonstrates the possibility of carrying out the provisions for education in French-speaking and German-speaking communities if the necessary conditions are observed in the organization and the conduct of the schools.

In the course of the investigation I aimed to inquire into the conditions which appeared to promote efficiency. My conclusions are embodied in the remaining sections of the report.

1. LANGUAGE OF INSTRUCTION.

The best results are obtained when the medium of instruction is in the beginning the mother-tongue. Life in the ordinary school is so different from the life of the home that the child on entrance to school finds himself in a strange and perplexing environment. He is bewildered if the language he hears in his lessons has no meaning for him, and for a long time he makes but little progress. When he appears to learn, he is usually but repeating meaningless words. My conclusions, I find, are in accord with those of others who have investigated the bilingual problem in other parts of the Empire. A discussion on Bilingualism was held at the recent Imperial Education Conference and the question of the medium of instruction received a large share of the attention. While the delegates differed regarding the question of the time when English should be introduced into the course of study, and also regarding the stage at which it should be used continuously as the language of instruction, all were agreed that the child on entrance to school should receive his instruction through the vernacular.

Dr. Mackay, of Nova Scotia, said: "In order to settle the difficulty a commission was appointed; and the commission determined, and the Government accepted the determination, that the education of the French-speaking child should commence, and be continued during the first four years, in the mother-tongue, and French Readers were provided for them. While these French Readers were used during the first four years the teachers of these schools were expected to acquaint themselves with the method of teaching English colloquially, and during these four years the children