

or the least spark of patriotism, it fills his youthful mind with a deep-seated hatred of the foreign language, in favour of which his legitimate mother tongue is placed in the position of a bastard. In the third place, again, it affects the light in which he regards school. He associates school with English and home with Welsh; these counteract each other where they should assist. In the fourth place, school is thus made a greater burden in the child's eyes than it need be; there is nothing, in fact, but the companionship of his school-mates to give him pleasure; and even this pleasure is limited by the restriction placed upon him and them to use only English whenever possible.

Q.—How does this question affect the teaching of the English language?

A.—The system of teaching generally pursued necessarily involves a training of memory and not of the intelligence; I might even say training the memory at the cost of the intelligence. The instance that I gave of the lad who believed that he was dead when he wished to say that he had been ill is not an isolated one. Children learn a number of English words, but these words convey no ideas to their minds. The teaching degenerates into a purely mechanical exercise. The child reads his book, his pronunciation of words may be correct, he may give an English synonym for any given word, but he actually knows nothing of it. It is only when the idea is placed before him in the familiar Welsh garb that he recognizes it. To the ordinary English child his reading book contains stories in simple language which amuse and interest him; to the ordinary Welsh child, on the contrary, most of his books are sealed books, so far as his intelligence is concerned; the words are mere dry symbols, presenting no idea to his mind."

"We do not," the witness continues, "want to teach Welsh as a class subject, but to utilize it. The children come to school without a knowledge of English. We want to use systematically the knowledge they possess as a key to the knowledge which they do not possess. We do not want to replace English but to help it. * * * Our children now labour under a bi-lingual difficulty. We appeal for your help to turn this bi-lingual difficulty into a bi-lingual advantage."

"The Welsh language, under the present scheme, according to another witness, is a stumbling-block, but we propose that under the new arrangement it should be turned into an advantage."

The purely technical aspect of the question of Bi-lingual instruction may, with the material collected in the pamphlet printed for the Department, be left without anxiety to the fair decision of all who are conversant with educational science. For the other matters that have been introduced into the discussion a single consideration will suffice. The study of