

tion to elementary education, yet they have their place in it. One might say even more as to the psychological basis of this method, in respect of the culture which a child **must have**, according to his own life, a life made up of his language, of the words written on his brain, which are, so to speak, lodged in his ears, and are of the thoughts of his mind and the feelings of his soul. "**There is,**" says a writer, "**a national genius, a very complex temperament, an accumulated psychology, which makes it impossible for individuals to receive a real, deep, and complete training save in accordance with their national traditions, and the attempt to subject them to the rule of training of an alien nationality is to commit a grave error.**" We desire, however, to confine ourselves to the purely technical advantage of this teaching, without going any more deeply into the matter.

We are surprised, therefore, to find, under the pen of the author of the Report, and a doctor in pedagogy to boot, the assertion that the method of double instruction is the natural way of initiation into English. "**The transition from French to English is best made gradually through the method of double teaching. According to this plan, a lesson is first taught in French, and then repeated or reviewed in English.**"<sup>50</sup>

What possible end can this repetition serve? Either the pupils will have grasped the meaning of the words, in the foreign language, in which case there is no need of making use of their own. Or else, they will not have grasped it, in which case, the repetition of the same things, in a language

---

<sup>50</sup>Report, p. 73.