

the knowledge already possessed by the pupil. This in effect is the rationale of Bi-lingual texts.

If we are too near our own language difficulty to readily eliminate collateral matters and confine the discussion to the educational points involved, the study of a parallel case can help us to a right conclusion. In Wales the system in use for many years was to exclude the native tongue from the schools. The evidence gone into before the Royal Commission called forth vigorous protests against the un wisdom and illiberality of that course.

"In Welsh schools" says one witness, "(and by Welsh schools, I should say that I mean schools in the Welsh-speaking parts of Wales), the majority of the children come to school with absolutely no knowledge of English, but with a colloquial knowledge of Welsh. In my own school at Gwynfe I can say that at least eighty per cent. of the children admitted, ranging from four to ten years of age, came to me without any knowledge of English. The simplest phrases in English conveyed no meaning to them. They had the whole vocabulary yet to learn. I was at one time carried away by the feeling which then prevailed, that, at whatever cost, nothing but English should be heard in the school. I never permitted a word of Welsh to be spoken under any circumstances inside the school-room or even on the playground. *

* * Permit me to give one instance of how this operated. On one occasion a boy in the second or third standard, a big lad of eleven years of age, came to school an hour late; he was accompanied by a sister, and a school-mate a year older; I called him up and asked him in English where he had been; the reply took my breath away. 'Please sir,' said he, 'I am dead.' 'You are dead?' I asked in surprise. 'Yes,' he said, 'I am dead on the road.' On breaking through my rule, and inquiring what he meant, I found that the poor boy had been ill on the road, and that neither he nor his sister nor school-mate could distinguish in English between having been ill and been dead. That, I think, was the last time I ever insisted on the rule to exclude Welsh from my school."

Q.—What is the effect of Welsh being ignored and passed over in the day schools?

A.—The result is injurious in many ways. In the first place, it lessens the child's confidence in himself, it makes him nervous, afraid to give expression to his thoughts, and doubtful of his own powers. In the second place; it instils into his mind a hatred of one of the two languages. Either he must hate the language of his home, which he is led to regard as a thing to be ashamed of, or, if he has any spirit in him