

Montreal a "typical Canadian of French origin. How could it be that these two men bore the same name? The English Channel after all is narrow and navigable to men of stomach. The ancestors of the one man crossed from Normandy to England with William I. The ancestors of the other from the same soil sought adventure and a future in Canada a few centuries later. We are not a people of two distinct races so pure in stock and so antipathetic in characteristics as to make fusion impracticable. As language barriers are broken down, as mutual acquaintance progresses, many of the supposedly irreconcilable differences which divide us will be revealed as mythical, and those differences which remain will prove only sufficient for a perfect national symphony. We want harmony, it is true, here in Canada but no monotonous uniformity. Our contribution as a nation will be more valuable as it represents a working combination of somewhat varied interests and ideals.

### III

**T**HE third principle, or general truth, on the acceptance of which a solution of the language problem, depends is this: that pedagogy and psychology are a safer guide to a settlement than considerations of partisan politics. In other words, we must approach the subject in a scientific spirit, freed from sectional and selfish interests. Never has the opportunity for such a shifting of emphasis been greater than it is to-day. The disintegration of the old political parties, sustained as they were by association more than by principle, and the inevitable reaction against the prejudices which have so largely dominated our political life

would seem to have created an atmosphere in which we may calmly consider the subject as it is, not as fancy fed by a press which too often delights in trouble has painted it.

The question as to when, and how, and with what difficulties, and with what effect on his other subjects, a second language may be studied is one which falls within the field of pedagogy. The practical politician here must yield to the educationist. There is no lack of evidence available. In several countries, including Canada, bilingual schools have been conducted successfully. The teachers of these schools have used different methods and their experience may be had for the asking. A good deal of evidence, indeed, is already available in printed form. Superficially, at least, the conclusions arrived at by pedagogy as to the teaching of a second language may appear at times to differ considerably, even to the point of flat contradiction. A careful analysis, however, will show that such differences are in large part due to variation in condition in the school and the community.

In Canada we have never given enough consideration to the psychology of language teaching. The difficulties of learning a second language, in the case of young children, have been over-estimated while the value of a second language as an aid to the appreciation of the native tongue has been under-estimated. For Ontario the experience of South Africa, and Wales, and Nova Scotia, and the Western provinces, as well as that of certain parts of Europe and the United States is of the greatest value. At the moment I recall two different statements made by Canadians, both influential in the