

telephone company whose operators must be able to speak both English and French. I asked him if the girls from the French Separate Schools could speak freely to English people over the 'phone. He told me they speak both languages fluently. The tests made in the schools, and the tests I made in connection with business life prove that the French Separate Schools are teaching English successfully to all the French children attending them. It is right that all children in the Public Schools of Ontario should learn the English language, but there can be no just reason why French children should not learn their own language also. The teachers in the French Separate Schools of Ottawa have proved that both languages can be learned by French children well during the years usually spent in Public School work.

I have seen the best schools in America, in the British Isles, in Belgium, and in Germany; and I have never seen in any other first book class any teaching that impressed me as more vitally satisfactory than the teaching of English I saw in a class of little children who were beginning their work in learning to speak English in one of the French Separate Schools in Ottawa.

In securing the very satisfactory results shown in the French Separate Schools of Ottawa the teachers use the language children understand without conscious effort; the language they learned in their earliest years in their homes; the language they speak fluently and by the use of which their parents and friends revealed new facts to them and trained them to think before they went to school. In doing so the teachers followed one of the most important fundamental principles of psychology. No child or adult can get definite conceptions regarding any new step in learning any subject, if the teacher uses a language which the pupil does not understand. In teaching any subject the first essential is that the pupil must clearly understand the problems he is expected to solve in advancing from one step in his development to a higher step. If the mental problems are stated in a foreign language it is impossible for him to understand them clearly, and therefore, impossible to solve them definitely and by solving them obtain from his mental efforts the development that should have come to him. Mental development of students of any age depends on the clear presentation of problems adapted to the stage of development of the students. Clear thinking results from definite conception of the problems under consideration and of their relationships to each other. Unless a child does understand the mental problems presented to him he cannot learn to think definitely. If a child has to give part of his attention to understanding a foreign language he has only a part of his mental power left to comprehend the teacher's new thoughts and principles.

Even when the language of instruction is the language of the child, many children are forced to try to solve problems without fully comprehending them. This must weaken mental power and lead to indefinite thinking throughout the life of the child. Indefinite thinking prevents definite action. If it is difficult for children to fully comprehend abstract matter taught to them in the language