

were required to do as much as possible in English so that after the fourth year instruction could go on in English continuously. That is the way the matter stands at present in the Province of Nova Scotia and New Brunswick. I believe the French are pretty well satisfied with it. The children in this way learn English more easily. They can learn written French more rapidly, and that enables them with very little difficulty to commence their studies in English thereafter."

Dr. Parmelee, of Quebec, said: "Our experience abundantly proves that we must at first give instruction in the mother-tongue.

"We consider that the instruction must be in the first instance in the mother-tongue. The change to a second language comes at a later stage."

Mr. Owen Edwards, in describing the condition of affairs in Wales before the introduction of Welsh as the language of instruction, said: "We thought that the best way of teaching English to a Welsh child would be to make the language and the atmosphere of the school entirely English, and to use Welsh, if at all, for the purpose of absolutely necessary explanations. I can but state the result by quoting from a report of a small committee of teachers of great ability and long experience, a report adopted and published by the Anglesey Education Committee. The infant, as he leaves the infant school, is thus described:

"He reads words with which he associates no meaning, and is denied access to the written word which would at once call up ideas and stimulate his intelligence. Thus, when he has attained the age of six or seven, his book tells him nothing; the language he reads he cannot understand, and the language he understands he cannot read."

"That was the typical product of infant schools until a few years ago."

Mr. A. T. Davies, in describing the condition of affairs in Wales at the present time, says: "H. M. Inspectors, without exception, reported—I have a sheaf of reports here that I could refer to if necessary—most favourably upon the beneficent operation of the new provisions. Here is one report, dated 1909 (or two years after their first issue), and taken at random. It may be regarded as typical of numbers of others: 'The introduction of Welsh as the medium of instruction in the infant class has had a most beneficial effect on the whole school; the interest of the scholars is aroused from the beginning, and the older scholars bring to the study of other subjects an alert mind and not a mere memory.'"

Sir Herbert Risley, quoting from a resolution issued by Lord Curzon's Government in 1904, said: "It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects. Much of the practice, too prevalent in Indian schools, of committing to memory ill-understood phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught."

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. During the first part of the lesson, the child is expected to become familiar with the subject matter of the lesson; during the second part, his attention is given mainly to grasping the thought and expressing himself in English. This method is employed with success in number work from the beginning. The vocabulary of arithmetic is so limited that the child learns readily to use the English words in counting and in combining numbers without confusing them with the French equivalents, if new terms are introduced slowly. The best results in elementary arithmetic found in the schools were obtained in this