

ly meaningless words." But how can a corrective of this kind be applied in the case of children unfamiliar with the language it is sought to impose on them, and who, moreover, are still infants at the age of twelve, according to the wishes of our honourable legislators.

No! Whatever may be said, it is we who maintain our schools with our money, we have the claim of natural right to the schools that we need, saving always the well-defined interests of the community of which we form part, and we will not have only one of the **two equally official languages** taught in these schools, and that language not our own. Our bilingual schools have proved their right to exist and they will go on advancing in the path of success so long as they are not starved of support, or strangled in their expansion.

VII. ENGLISH AS A CLASS SUBJECT.

The foregoing arguments show plainly **what-ever are** to be understood by the study of English, according to the principles laid down. Dr. Merchant understands this, and his decision is given in the following terms:

"These teachers (who want the retention of French as the language of instruction throughout the course) would continue English as a subject of study to the end of the course. The results, in so far as the learning of English is concerned, condemn the plan. Wherever the method is followed the pupils' attainments in English are unsatisfactory. The reasons are obvious."⁷⁵²

⁷⁵²Report, p. 74.