

continue to learn French, without in any way discriminating against English. And, in so doing, we shall labour at the development of our pupils' minds at widening the horizon of their ideas, at the quickening of their mentality, at giving them that undeniable, incisive penetration which is derived from the genius of the Latin tongues, and which characterizes, to a greater or less degrees, the nations who speak more than one language. The ancient States of Europe are, indeed, still wise enough to understand this. People in France learn English or German. In England, in Italy, and in Germany, French forms part of the official course of studies. In Belgium, Holland, and Switzerland, bilingualism has its acknowledged place in the political, no less than in the scholastic world. Learned men of high rank, and aristocrats of good birth would be far from wishing to banish from a community so effectual a leaven of vitality and of growth. What is needed for such a purpose is the utter narrowness of these individuals whose bat-like blindness is their great misfortune.

Let it be well understood, however, that it is by no means our idea that English shall not receive its due meed of attention in our schools. Our aim is, rather, that our pupils shall gain as perfect a knowledge of English as possible, and it is on that very account, quite as much as for all the reasons above cited, that we insist on French in our schools.

Are we to be threatened with the petty vengeance of being deprived of public grants? Who, as a matter of fact, really keeps up our schools? Let us see. The Provincial Government grants, according to the Report of 1911, are distributed as