

for the understanding and the harmony of their speech.

V. THE STUDY OF FRENCH.

Our children's teachers have a **French accent**.

This may be due to the fact that they study . . . French! As a matter of fact, while devoting themselves to the other subjects of the course, which they manage to master in what is, after all, a satisfactory fashion, they devote themselves to **French** since, moreover, this is the most beautiful of modern languages, the richest and most exact, the most harmonious and most flexible, the most susceptible of delicate atticisms and fine shades of meaning, the language of Kings and diplomatists, has a man to be pitied because it **is his**; because he must learn it, and would rather die than ever forget it? But why strive to express the excellences of the French language? A whole volume of praises might be compiled from what foreigners alone have said of it. It would, indeed, be a golden book! Only recently, on the judicial bench, an honourable English magistrate of Ottawa,[†] complained of the "**inaccuracy of the English language, which uses one word to express so many different ideas, whereas French is one of the best languages in this respect.**"

It would be interesting, in this connection, to accumulate evidence of this nature. If will, however suffice for our purpose to recall the fact that our Sovereign, George V., sends the Princes of the Royal Blood across the Channel to learn the lang-

[†]Judge Liddell of the High Court see the *Citizen*, Ottawa; April 24, 1912.