

der*to speak and to write English well? That this is preferable in the case of higher education, may be admitted. But most decidedly not, when it is a question of primary education.

Experience, as a matter of fact, proves the latter contention. A number of young people, who have come out of the French section of the school referred to at Ottawa East, now hold excellent positions in the employ of important English commercial companies, such as the **Gillets, Toronto; Gamble & Murphy, Montreal; Bryson-Graham, Ltd., Ottawa,** and others. How long would they keep their positions, if they could not speak and write English properly?

(e) It may be observed, moreover, that there are very few English-Speaking masters and mistresses who know French well enough to teach it in such a way as French-Canadian parents have a right to demand. On the supposition that they do know it well enough, would the teaching of French to French Canadian children in an English class be any less a waste of time for the English-speaking children who, as a rule, know very little of English, if, indeed they may be said to know anything?

(f) In any case, this system is practically the same as in all the French schools of Ottawa or elsewhere, except that it is here put in practice in the same building, with separate classes, whereas, elsewhere, it is the school buildings that are separate. If this is permissible and effective elsewhere, why should it not be in this instance? May we suggest to the Commissioner that, according to the old proverb: "**Every man knows where his own shoe pinches him.**"