

bers and thirty-four French) concerned the use of a common language. Although the large majority of that body was French, the question raised was—not whether the English language should be used, but whether it should be exclusively used. Every English member voted for the sole use of English, and they were joined by several French members of distinction. P. L. Panet, a name well-known in Canadian history, addressing the assembly, said:—"I maintain that we ought to choose a Speaker capable of speaking equally the two languages. Is it in French or in English that he must address the Governor? To resolve this question I demand if this colony is French or English? What language is spoken by the Sovereign and the Parliament from whom we hold our constitution? What is, in general, the language of the Empire? What is that of a portion of our co-citizens? What will be that of Canadians and of the inhabitants of the whole Province at a future date? I am a Canadian, the son of a Canadian; my language is the French language, but in consequence of the divisions which have existed among us, I have only been able to acquire a very imperfect knowledge of English, so that my present opinion will not be taken as interested. I am of opinion that it is an absolute necessity that in the course of time the Canadians should adopt the English language, as the only means of dissipating the suspicions and aversions that the difference of language maintains between two peoples, united by circumstances and obliged to live together."

On the other side, Mr. Joseph Papineau (also an historical name) exclaimed:—"Is it because Canada forms part of the British Empire; is it because the Canadians do not speak the language of the inhabitants on the banks of the Thames, that they must be deprived of their rights?" M. de Lotbinière, in the midst of profound attention, remarked as follows:—"The greater number of our electors finding themselves in a peculiar situation, we are obliged to depart from the ordinary rules, and to claim the use of a language which is not that of the Empire. But as just towards others as we hope they will be towards us, we do not wish that our language should exclude that of the other subjects of His Majesty. We demand that both should be permitted, and our proceedings should be recorded in the two languages."

M. de Rocheblare said:—"Why, then, are our English brethren angry in seeing us determined to conserve our customs, our laws, and our maternal language, the only means which remains to us, to defend our property? Would the sterile honour of seeing their language predominant, carry them to the point of taking away the force and energy of those laws, usages, and customs which form the security of their own fortune? Masters, without competition, of the commerce which our productions yield them, have they not infinitely to lose, in the general confusion which this injustice would infallibly produce."

As a result, the two languages have been used in official documents ever since, but the common use of both has not spread from the Parliament and the Court to the people, and the suspicions and aversions

which Panet foresaw as the result of difference of language, are maintained and accentuated. It is now clearly impossible to expect that a choice of one language should be made, but I do not think it impossible that we should overcome and dissipate the "suspicions and aversions" by the use of two. I venture to say, that to take the schools in the City of Montreal under the control of the Protestant Board as an example, a large percentage of the time of the children is taken up with a variety of subjects, the educational value of which is practically nil. I do not say that useless information is imparted, but I think the function of the school is not so much to impart information as to train the mind. I would have many of these subjects deferred to a later stage or relegated to the University. I would put French on a par with English, and have it taught as English is taught. It should be an essential qualification in a teacher to speak with fluency both languages. The studies, other than languages, should be conducted partly from English and partly from French textbooks, and the children should be required to give their answers indifferently in either language. I feel sure that there would prove to be no difficulty in teaching English-speaking children, so that at the age of twelve they could indifferently and with equal facility use in conversation either English or French, and that result could be accomplished without seriously weakening general education. I do not propose to enter further into detail, but I close by saying that the increase of influence which our young men would have in the community, if so educated, would be simply incalculable.

X.

HOW WE CLEARED HIM.

A DETECTIVE'S STORY.

Written for the UNIVERSITY GAZETTE.

"Is science ever of any use to us?" asked the detective. "Well, sometimes it is, when we know enough about it to use it well. But we generally leave it to specialists. Of course, we have the electric detector, such as that in the *Star* office safe, and such things, but in the whole course of my professional career I remember only one or two cases in which we were helped out-and-out by science. Tell you about them? Well, yes, I've got a spare half-hour, and since you reporters help us a good deal, I'll give you an item." So saying, Detective K—, of the Montreal force, leaned back in his chair, crossed his legs, and clasped his hands to nurse the uppermost knee.

"It was in the Fall of 18—, that I was called upon to act in a murder case. I was sitting here in the office one morning when a young lady came in, and asked me if Officer K— was in. I made myself known to her, and then she told me one of the queerest tales I ever heard. It seems that two young merchants, of this city, had fallen in love with her, and although they had previously been the best of friends, a coolness naturally arose between them. They still associated with one another, however, to a