

gether so as to put an end to such unhealthy agitations? Will it not seem to all of them too late in the day to try and exact that all the people of a province shall speak but one language?

When Ontario was carved out of the province of Quebec, the first Ontario Legislature was animated by a different spirit. In its fatherly concern for the welfare and contentment of its people of French origin it enacted legislation providing for the summons of the King to be written in French when served upon its French subjects, for their appearance before a court of justice.

The whole population of Ontario was very small, and small indeed was the French minority in 1791. They are to-day 250,000. It is a figure to be reckoned with. Such a group can resist any unjust treatment. If deprived of the school house which they built with their own money, if despoiled of their school rates they can put up independent schools and bleed themselves anew in order to properly teach their children their mother tongue. A coercive policy in the matter of language has failed of its purpose wherever applied, because it attacks the essence of one's personality, it touches the soul and it calls into action the instinct of self-preservation. The French minority of Ontario is not isolated. It has the right to rely upon the active sympathy of the province of Quebec. What is our justification for raising our voice, we of Quebec, in favour of the Ontario minority? It is to be found in the contract entered into between Ontario and Quebec in 1867. We were then partners under the Act of Union; we had put everything in common to be administered by one legislature, when we were united in 1841. The one Parliament made laws for Upper and Lower Canada. When we decided to federate the provinces of North America and to set up local legislatures which, *inter alia*, would regulate educational matters, the English province of Ontario confided to the care of the French province of Quebec the English minority in that province, and likewise did the French majority of Quebec confide the French minority of Ontario to the English majority of that province. It is the English minority of Quebec which insisted upon its right to separate schools being inscribed in the British North America Act. As they were all of the Protestant faith, they made the dividing line as between Protestants and Catholics.

Once assured of a system of separate schools the Protestants of Quebec took for granted that they would be masters in

their own schools and that they would control absolutely the education of their children. That was what they had in mind and that is what they obtained.

The right to teach the children their mother tongue was so obvious that it did not enter their mind to stipulate it. The principal mouthpiece for the province of Quebec was Georges Etienne Cartier. When he agreed, in the name of French Quebec, to this clause, which was to apply equally to both minorities in the two provinces, can it be contended that he did not expect reciprocity of treatment for his own people?

Are not both provinces interested in the proper interpretation and application of the term of this contract to which they were the principal parties?

If the province of Quebec ever oppressed the English minority by an illiberal construction of the Federal compact, I would naturally expect their Ontario brethren to resent such an action and to do their utmost in its behalf.

I want to believe that this Regulation 17 has not been drafted by the Minister of Education himself, as instruction in French is only provided for schools where French has hitherto been a subject of study. This restrictive form prevents the opening of another school through the expansion of the population in a school district which happens to be French-speaking, as French teaching would be absolutely debarred therein. I will simply ask my English-speaking colleagues what would be their feelings if the English and Protestant separate schools of Quebec were surrounded by some such limitations?

In effect, the French Canadians simply ask the efficacious teaching of the French and English during the whole primary course in the schools or classes attended by their children.

All that is needed to attain that object—which is a laudable one—is for the Government to furnish competent teachers. This task is certainly not beyond the power of the Ontario Government.

Where schools have more than one teacher it is easy to meet the needs of the English and French children by dividing them into separate classes.

In those schools where French and English children have but one teacher, I am told that an understanding can easily be arrived at so as to satisfy the wishes of the English-speaking Catholics who do not ask for any French teaching.

We cannot close our eyes to the fact that