

operating under No. 15 are not affected by No. 17, and those operating under No. 17 are withdrawn from No. 15. If all schools in which French is taught were placed under No. 17, then No. 15 would be a dead letter as far as French is concerned, and would remain in force only for German. In the Appellate case, the Judge assumes either that all schools in which French is legally taught have been actually placed under No. 17 or that No. 17 applies to them without any act of the Minister. Both suppositions are unfounded in fact, and we are in presence of bewildering confusion when we find Mr. McGregor Young, K.C., arguing, in the same case, on behalf of the Department of Education, that, as to No. 15, « it must be remembered that this particular school was never designated as English-French. » If he had said this of No. 17 there would be sense in his reminder. No such designation is required for operating under No. 15. As a matter of fact, the Department does not administer the schools in accordance with the arguments or the decision in this case. It is not in accord with fact to say that it « depends on the terms of Regulation 17 » whether No. 15 applies to Separate Schools or not, or that « unless and until there is a designation by the Minister the teaching of French cannot take place » in a school frequented by French children.

There is a disquieting divergence between the Regulations on this subject as interpreted by the Courts and as administered by the Department. In a matter so delicate as the regulation of a language spoken and cherished by more than two hundred thousand Canadians in Ontario, it increases the social friction to have laws construed in one sense by the Courts and in another sense by the responsible Minister. There is evident need of readjustment and the removal of ambiguities.

The assertion that « English must be the paramount medium of instruction and communication in all Ontario schools, » as the Appellate judgment has it, is not inconsistent with the claim that some subjects of study are so bound up with the everyday use of one's mother tongue that they ought to be taught in both languages in French-English schools. Prohibition of French as a language of communication in such cases is too much like an attempt to suppress a language. Geography is a subject of this kind. Proper names of places and geographical terms continually recur in conversation, and form an important part of any language. Following is a list of names and terms in both languages to illustrate the close connection there is between the study of geography and the knowledge of a language :