

ask them to do so. The bi-lingual question is not a religious question. It is not even a purely separate school question. Over one-third of the bilingual or English-French schools are public schools. All the bilingual regulations, whether as regards curriculum, teachers' qualifications and inspectors, apply indiscriminately to public and separate schools. Hence, anxious as are the English separate school trustees that the bilingual fight be settled as soon as possible and as satisfactorily as possible, it were rash for them to meddle therein. This bilingual *imbroglio* has, however, had this result: it has made more evident than ever the necessity of separating the bilingual from the separate schools, and it has made the English-speaking Catholics more determined than ever to obtain separation. The English-speaking Catholics of Ottawa are not going to have their schools jeopardized, much less outlawed, over some French quarrel which was not of their making.

A REPLY TO THE FRENCH-CANADIAN EDUCATIONAL ASSOCIATION.

The French-Canadian Educational Association in its reply of Saturday last (March 7, 1914) to the English committee of the Ottawa Separate school trustees carefully avoided a discussion of the main point at issue: separation. The English committee holds that the present forced partnership between the separate schools proper and the bilingual separate schools is a violation of the natural right that English-speaking Catholics have to control their own schools, and that this union is financially and educationally a detriment to the English separate schools. The English trustees hold, moreover, that the bilingual agitation has been carried on in such an utter disregard of the consequences it would have on the English separate schools as to endanger the whole separate school system and to render necessary immediate separation.

In reply, the association denies any distinction between the separate schools proper and the bilingual schools. That the distinction exists in fact, no sensible man will deny. In the city of Ottawa the bilingual separate schools differ as much from the separate schools proper as any two systems of schools in Canada differ from each other. But not merely does the radical difference exist in fact; it is recognized by the department of education in three distinct ways. The bilingual schools of Ottawa are officially classed as English-French. French is officially recognized in these schools by the very regulation 17 that is so much attacked, as not merely a subject of study, but as a language of instruction and communication. This teaching of French is not permitted in the separate schools proper. Of the 110 teachers in the English-French schools of Ottawa in 1912, 101 had certificates officially recognized in bilingual schools; 9 had only permits. Of the 101 teachers who had certificates, only 16 are qualified to teach in regular separate schools. Of these 9 had the regular second-class certificate, one was qualified to teach before 1867, and six were qualified under the Act of 1907 "respecting the qualifications of certain teachers."

In other words, under the laws of Ontario, of the 101 teachers qualified to teach in the English-French schools in Ottawa and of the 9 permitted to teach, 94 are not qualified to teach in the Ottawa separate schools proper. Evidently the department of education already recognizes them as two distinct sets of schools. In a third manner does the department of education officially recognize the English-French schools in Ottawa as a set of schools quite distinct from the separate schools proper. These English-French schools are under two bilingual inspectors. The separate school inspector has nothing whatever to do with them, no more than has the Ottawa public school inspector.

Evidently, then, the separate schools proper and the English-French separate schools form two radically different sets or systems of schools. Their only bond of union apart from religious teaching is a joint governing board and common finances. This union is injurious to the separate schools. The English committee charged the French-Canadian Educational Association with having made demands and carried on an agitation in utter disregard of the consequences for the English-speaking pupils affected. It was shown conclusively that the official demand of the congress of 1910 that where one-quarter of the children of a school or class be of French origin, French must be taught, and where one-half be of French origin, the whole school or class be declared English-French, would have handicapped the education of hundreds, if not thousands, of English-speaking children of the separate and public schools.