

Canadians. They are coming in and taking up those farms, and the Protestant population is being driven out, and is going towards small communities, and is disappearing altogether from that section of the country. When they gather together in those small communities and industrial life springs up, they are again met with the fact that the taxes on the money they invest in industries are not distributed according to the nationality of the men who invest the money. The province of Quebec has been liberal and generous in its disposition towards education as the figures which I have quoted prove; but the Prime Minister—and whoever was with him—I presume it was Mr. Mitchell, the Provincial Treasurer—were obliged to tell this Montreal delegation that they had not any money to spare for that purpose. Therefore the delegation had to return to Montreal without any extra funds; they had to return to a place where, as I have already told you, there are 5,000 children going without education because they do not belong to either one sect or the other.

Turning to the juvenile court, you will find that a large percentage of the children brought there can neither read nor write. In the criminal courts you will find that many people have committed offences in ignorance, almost innocently, if you like.

Under such circumstances, from every standpoint, in the name of the province of Quebec, without prejudice to anyone, and in the interests of all Canada, something must be done. You cannot single out the great province of Quebec and say that if it is not up to the standard of Canada it does not reflect on the standard of Canada as a whole. There are people who go a long way in another direction, and talk of the two languages in this country. But that is not my position. I do not think that the fact that two languages are spoken affects the creation of a national sentiment. If it did, there would not be much national sentiment in Belgium or in Switzerland, or in many other countries which are essentially national in their sentiment. There one common philosophy is taught, and the people of those countries are brought up to appreciate the importance of nationhood. If we want to develop that spirit in this country I say it behooves us to move in that direction and to follow that example. In the province of Quebec we have had agitations from Ontario with regard to that infernal thing, the rights of the minority; on the other hand, some men in Ontario get up and say that the French language should not be taught in the prov-

ince of Quebec. I do not think any man in public life has a right to be out of a lunatic asylum who will stand up and say that we are not going to learn and teach French down through the valley of the St. Lawrence, where the French people are. I think the two languages should be taught side by side in every school-house in Canada from the Atlantic to the Pacific, and I think they should be taught from the same common text-book. And in order to reach that conclusion, honourable gentlemen, I say that this question has to be taken hold of nationally, and dealt with by the nation called Canada.

I know of many English-speaking labouring families in our province who cannot afford to purchase text-books and pay their proportion of that \$500,000 of fees for all their children. Some of the children have to remain at home; they have to take turn about in going to school. Under these circumstances I say that we should have national school books and that they should be free. Some one says, "How is that to be done?" Honourable gentlemen, it is not my prerogative to create a law. It would be my desire that this change should be carried out with as little interference as possible with the present Constitution of Canada. I think that we should have a central committee formed in Ottawa, an organized department, if you like to call it that, a body which would duly represent the two, and the only two, nationalities in Canada that are entitled to a voice in the education of the people of Canada—the English people and the French people. There should come forth from the deliberations of that board universal text-books that would not injure the sensibilities of anybody, and those books should go into every home from Halifax to Vancouver for the education of the masses of the people of Canada upon a uniform system. That is the proposition and the only proposition which I put forward. It does not seem to me to be incompatible with existing conditions. I quite understand that there will be men who will criticise that proposal and object to it, because it is non-sectarian.

Someone has said that we are in the reconstruction period. I prefer to say that we are in the construction period, that we are beginning our future now, that the book that we have written is closed, and that the world, Canada included, is starting forward on a different basis. Under such circumstances we have to consider the present situation, and not a theory. We have to deal with the fact that our people