

Hon. Mr. BOSTOCK—As I understand, the case might be submitted to the minister. The question was put to the agent and he said, no, that under the Order in Council nothing could be done.

Hon. Mr. LOUGHEED—Of course the agents hands would be tied entirely by the Order in Council, but if it came before the minister a wider discretion might be exercised.

ONTARIO BILINGUAL SCHOOL QUESTION.

DEBATE RESUMED.

The Order of the Day being called:

Resuming the adjourned debate on the motion by the Honourable Mr. David, seconded by the Honourable Mr. McHugh:

This House, without derogating from the principle of provincial autonomy, deems it proper and within the limits of its powers and jurisdiction and in pursuance of the object for which it was established, to regret the divisions which seem to exist among the people of the province of Ontario in connection with the bi-lingual school question and believes that it is in the interest of the Dominion at large that all such questions should be considered on fair and patriotic lines and settled in such a way as to preserve peace and harmony between the different national and religious sections of this country, in accordance with the views of the fathers of Confederation, and with the spirit of our constitution.

Hon. Mr. DANDURAND—In order that each member of this House may be able to read and analyse the Regulation No. 17, made by the Department of Education of Ontario which govern the English-French public and separate schools I will read the parts of this circular, dated August, 1913, which bear on this discussion.

This circular first declares that the schools where French is taught will be called, for convenience of reference, English-French schools, and after providing for the application of the general regulations prescribed for public schools, it proceeds to apply special rules to the English-French rules, as follows:

Subject, in the case of each school to the direction and approval of the chief inspector, the following modifications shall also be made in the course of study of the public and separate schools:

As hon. gentlemen will see, the whole of the clause that I read is subject to the direction and approval of the Chief Inspector. The circular continues:

(1) Where necessary, in the case of French-speaking pupils, French may be used as a language of instruction and communication; but such use of French shall not be continued beyond form 1, excepting that, on the approval

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of the chief inspector, it may also be used as the language of instruction and communication in the case of pupils beyond form 1 who are made to speak and understand the English language.

(2) In the case of French-speaking pupils who are unable to speak and understand the English language well enough for the purpose of instruction and communication, the following provision is hereby made:

(a) As soon as the pupil enters the school he shall begin the study and the use of the English language.

(b) As soon as the pupil has acquired sufficient facility in the use of the English language he shall take up in that language the course of study as prescribed for the public and separate schools.

4. In schools where the French has hitherto—

I emphasize the word "hitherto."

4. In schools where French has hitherto been a subject of study the public or the separate school board, as the case may be, may provide, under the following conditions, for instruction in French reading, grammar, and composition in forms I to IV (see also provision for form V in public school regulation 14 (5) in addition to the subjects prescribed for the public and separate schools;

(1) Such instruction in French may be taken only by pupils whose parents or guardians direct that they shall do so, and may notwithstanding Sec. 1, above, be given in the French language, the educationalists whom I have consulted

(2) Such instruction in French shall not interfere with the adequacy of the instruction in English and the provision for such instruction in French in the time table of the school shall be subject to the approval and direction of the chief inspector, and shall not in any day exceed one hour in each class-room, except where the time is increased upon the order of the chief inspector.

I take for granted that this discussion has for its prime object to reach the men of good will, who—luckily for Canada—are the vast majority. The extreme people who feed upon hatred, born of ignorance, and who cherish their prejudices, are more important by the loudness of their denunciations than by their number. I will admit that they exert a larger influence in the community than they are entitled to because their passions lead them to activities which create the false impression that they represent a large constituency. I readily confess that no province has a monopoly of the sectarian nor of the demagogue. What are the conditions which we find today in Ontario and Quebec? They are those created by the British North America Act which recognizes and sanctions the separate or dissentient school system. Denominational schools are in existence in both provinces by virtue of our constitution. They are Protestant or Catholic. In Quebec the Protestant minority is given the full control of its schools. Through the