

A parent has a natural right to educate his child. A group of parents has a natural right to organize to educate their children. The English-speaking Catholics have a right to educate their children without any other group of citizens interfering; the French speaking Catholics likewise; the Protestants likewise.

Now these three groups—and these three only—demand and possess schools of their own in Ontario. It is unjust for one of these groups to seek to control the schools of the other. Just as an English-speaking Catholic parent has a right to control the education of his child, so the English-speaking Catholics of Ontario have a right to control the education of their children. They do not possess a full exercise of this right in Ottawa owing to the unnatural union of the bilingual with the English separate schools. An amalgamation of the Ancient Order of Hibernians and the St. Jean Baptiste Society under one joint county board would not be more anomalous than the present union of the separate and bilingual schools under the present joint board of trustees.

We had hoped that the French-speaking school trustees of Ottawa would join us in the demand for separation. If they had preferred to limit for the present the demand for separation to Ottawa, the English-speaking trustees would perhaps have been willing to do so also. Separation would work out for the greater benefit not merely of the English, but also of the bilingual schools. Complete self-government is always beneficial. It brings with it independence, increases self-respect, encourages enterprise. It may be thought that it might hurt the French schools financially. It would at present reduce their revenue somewhat, but it would merely take from them what they have no right in justice to receive—part of the English taxes.

This is a case where the command, 'Thou shalt not covet,' applies. But it may well be doubted if it would work out greatly to their financial disadvantage. It must be remembered that the English schools are educating the children of the Catholics of foreign origin. These number at present but 2,000, but they are rapidly increasing. The school taxes contributed by the most of these are small. There is also a class of children educated absolutely for nothing in the English separate schools that is hardly represented in the bilingual schools—the children of mixed marriages whose fathers are Protestants.

In any case, the French-Canadians of Ottawa—the largest, richest and most influential French body in Ontario—should not oppose separation for the sake of some financial advantage to which they have no right. It would be a happy ending to the present racial differences, differences that are inevitable as long as the Separate Schools proper and the English-French Schools are united under common Boards, if complete separation of these two systems of schools be permitted by the Government.

## THE BILINGUAL IMBROGLIO:

### AN ADDITIONAL REASON FOR SEPARATION.

The loss of the government grant to the English schools of this city, owing to the illegal attitude of the French trustees, is a crying proof of the anomaly of the present forced partnership of the separate and bilingual schools. A history of the bilingual *imbroglio* is a strong argument for separation.

### RESULT FRENCH CONGRESS.

The present fight between the French trustees and the government is a direct result of the French Congress held in Ottawa in 1910. In January 1910, the French-Canadian Educational Association of Ontario held a congress in Ottawa and made the most extravagant demands, demands which would have seriously handicapped the education of thousands of English-speaking children. Thus their very first demand reads:

1. (a) That a school or class, where the majority of the pupils in attendance are of French origin, be declared English-French; (b) That in schools or classes where 25 per cent of the pupils in attendance are of French origin, the trustees shall require instruction to be given to these pupils, in French reading, spelling, grammar, composition and literature.

In other words, in schools where one quarter of the children are of French origin, no matter whether the children know a word of French or not, French