

two provinces united in 1841, the great question of education began to be studied.

From 1841 to 1867 education and education laws were very much advanced, to such an extent, however, that when Confederation took place, the school system we have to-day was not definitely established in the provinces of Ontario and Quebec. There was no more great or more important question at the time of Confederation than that concerning education. Three or four politicians were opposed to Confederation on the ground that the minority of both provinces would suffer in this respect. These gentlemen foresaw all sorts of dangers for the minorities in Quebec and Ontario. At that time Sir John A. Macdonald assured them that the Act of Confederation would be carried out in such a way as to ensure that the rights of the minorities would be preserved. We all know how the province of Quebec, in this respect fulfilled its obligations from the first to the present time.

He also quoted regulation 17 and showed the disadvantages which the French Canadians were laboring under with respect to it,—with respect to having to be taught in a tongue foreign to them after they had passed through form I, and contrasted the position which the English-speaking minority of Quebec would be in if such a rule was passed in regard to their schools.

Mr. Bullock stated emphatically that the question was not a religious one or a fight between public schools as some people thought, but was simply a laudable desire of the French Canadians to retain their mother tongue to a large extent, a national issue between two races belonging to the same faith.

"What are the French Canadians asking?" demanded Mr. Bullock. "Let me tell you."

1st. The respect of their rights for the education of their children in schools supported with their money.

2nd. The efficient teaching of the two official languages of Canada during the whole primary course in the schools or classes attended by their children.

3rd. The teaching of their children through the natural vehicle: the mother tongue.

4th. The grouping by schools or classes of the children to which their parents wish to have the two official languages taught.

5th. Competent teachers capable of teaching the two official languages of Canada to take the management of schools or classes attended by the children whose parents require teaching of French and English.

6th. Their part of school grants voted each year by the Legislative Assembly.

7th. One inspection, Franco-English, of separate schools attended by their children.

8th. One inspection, Franco-English, of public schools attended by their children.

9th. The granting of certificates to bilingual teachers who have successfully passed the examinations required by the Department of Education.

Mr. Bullock could see no wrong in these demands.

The French in Ontario, said Mr. Bullock, were open to learn English in Ontario, none know better than they the value of learning this language, but they could not be expected to lose their native tongue in so doing. He knew from experience the benefit of learning two languages and the people who had a knowledge of the French and English languages were better equipped for life's battle than those whose knowledge was limited to one tongue.

The speaker showed how successful separate schools had been in his own constituency, where there were French Canadian, English Protestant and Catholic schools.

During the course of his lecture Mr. Bullock said:—

II. Let us look at this matter historically.

1. The history of the educational question dates back to 1841, at the time of the Union of the two Canadas. It would be too long to go into this otherwise than to say that during this period education in both provinces made good progress and many progressive changes were made. Nearly every session brought amendments. Early during this period a system of separate schools was established of nearly all. In 1841 there were in the two provinces 550,000 English and 450,000 French-speaking.

2. At Confederation. Among the many difficulties was that of education and the rights of minorities.

All was not plain sailing, three men in Quebec, especially opposed the measure, Dorion, Joly and Laframboise. They feared practically just what is now happening. Destruction of the race.

Quotations from Macdonald and Cartier: Life of Sir Etienne Cartier by John Boyd, p. 243-4. This is what Mr. Boyd says: It was also explicitly stated by both Cartier and Macdonald during the discussion that steps had been taken to guarantee the continued use of the French language. Dorion had expressed the view that there was no guarantee for the continuance of the language of the French Canadian, but the will and forbearance of the majority. John A. Macdonald in answer to this emphatically declared that it had been proposed and assented to by the deputation from each province that the use of the French language should form one of the principles upon which Confederation should be established and that its use would be guaranteed by Imperial Act.

And Cartier added: That it would also be necessary to protect the language of the English Ministry in Quebec because in the local parliament of Lower Canada the majority will be composed of French Canadians. The members of the conference were desirous that it should not be in the power of that majority to decree the abolition of the use of the English language in the legislature. And gentlemen we all know how this has been kept.

Now as a result of all these conferences read the British North America Act.

British North America Act. Article 93.

93. In and for each province the legislature may exclusively make laws in relation to education subject and according to the following provisions:

1. "Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the Union."

2. All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic subjects shall be, and the same are hereby extended to the Dissident Schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

I leave to the consideration of the members of this House these important remarks of Mr. Bullock. In perusing them at leisure