

British empire, I had a better opportunity of speaking French than I would have had in many Canadian cities, which I shall of course not name since you know them. From the station we went to a hotel where the head-waiter, seeing we were several French-Canadians, greeted us in our own tongue. This gentleman spoke five or six languages. I told him: "You speak French very well." To which he answered: "Of course, in my calling, one must know several languages and to learn them I had to live in the countries where they are spoken." We also noticed that part of the staff spoke and understood French. It was an agreeable surprise for us to hear French spoken by a dyed-in-the-wool Englishman. The following morning, we called a taxi to go sightseeing around London. That tour was too short and so was our stay, because there are many things to see in London. On hearing us speak French and realizing that we were Canadians, the taxi driver turned around and put in a few words in French, which he spoke rather well. We realized that although the man was neither a B.A. nor an LL.B. nor an M.D., still he spoke French fairly well.

Travelling in Canada, I have at times been unable to find someone who understood me when I spoke French. Once in a Montreal cafe, I had a hard time finding a French-speaking waitress. This shows that we are being taught a lesson in bilingualism, which is not always practised in this country. Travelling through Europe, by either bus or train, we find that in France notices are printed in three languages. In Spain—the Spain that was so much criticized—they are printed in French and in Spanish, while in Italy they are printed in two languages, French and Italian, sometimes even in German. They are always printed in at least two languages.

Thus, when I speak of bilingualism, I am not at all straying from the subject of education. It is our way of showing why every child should be taught in his own tongue. There is no doubt that we will achieve true unity by promoting education of our young people with due regard to creed or language.

That is the main point I wanted to bring before the house tonight, and I trust I have made myself clear. I hope I have not offended anyone. I merely stated my views. Through education we should try to achieve true national unity, and thus become the envy of all those who look at us.

(Text):

Mr. C. W. Hodgson (Victoria, Ont.): Mr. Speaker, having been interested in the question of education all my life I should like to say a few words on the motion before the house. There are three reasons why I am interested. First, I had a tough time getting an education myself. I had to get it the hard way. I had to work at times between school periods. I had to stay out of school some years to work. Second, I have six children of my own, and four of them are yet to be educated. Third, I sincerely believe that every child in the Dominion of Canada has a right to the opportunity of education irrespective of race, creed or colour, where they live, or what vocation in life their parents may follow. If we as parliamentarians fail in our duty to make education available to the children coming after us we are not doing our duty as members of parliament.

We all know that up to the present time education has been carried on in Canada by the provinces and municipalities. I happen to have a little experience along that line. I am chairman of the first township school area to come into being in Ontario at the time when the Hon. Howard Ferguson was minister of education. That move was a great boon to education in the rural sections of the province. I believe it is probably one of the reasons why the province of Ontario has the best educational system in the dominion.

An hon. Member: Except Alberta.

Mr. Hodgson: Ontario's educational system was first organized by Egerton Ryerson, one of the greatest educationists the Dominion of Canada has ever known. The next advance in the province of Ontario was made by the leader of the opposition (Mr. Drew) in 1947 when he was minister of education and premier of the province of Ontario. He put on the statute books of the province legislation which made it possible to have county high schools. I believe the first county in the province to put that system into effect was the county of Hastings, which is so ably represented by my colleague, the hon. member for Hastings-Peterborough (Mr. White). We were either the second or third county to follow suit.

In the township school areas we are able to have graded schools that we otherwise could not have. We are all familiar with little country schools with eight or nine pupils. Those pupils are now brought to larger graded schools in many places where they formerly did not have them. The same