

principle of international law. The Equal Righters seem to think that the use of the French language is a monstrous privilege, something unheard of in other countries. They would not have to travel out of the British Empire to find out that we are not a privileged class, and that in many British colonies several other languages are spoken besides the idiom of Shakespeare. In the Windward Islands they will find the French laws and the French language accepted and used. In Mauritius French is spoken in the Legislative Council, and last year a proposition was made to introduce it in the law courts, and no one opposed it. I may here quote a remark which was made in that Assembly, and which will receive its application in the North-West, if the Equal Righters have their own way. One of the speakers in the Mauritius Assembly said that a man coming out of court had remarked: "I have been accused and condemned, and I do not know what for." Coming back to the British colonies I find also that French was introduced in the Seychelles Islands. Let us come nearer England. The Education Commission of 1886-7-8, in their final report, say, in regard to the demands from Wales, that the Welsh language should be used in the schools of Wales:

"It is felt that they should be allowed to take up Welsh as a specific subject recognised in the code; to adopt an optional scheme for English as a class subject suitable to the special needs of Welsh districts, such scheme being founded on the principle of substituting a graduated system of translation from Welsh to English for the present requirements in English grammar; to teach Welsh along with English as a class subject; and to include Welsh among the languages in which candidates for Queen's scholarships and for certificates of merit may be examined."

With reference to Scotland, the same Commissioners say:

"In districts where Gaelic is spoken the intelligence of the children examined under any paragraph of this article may be tested by requiring them to explain in Gaelic the meaning of any passages read or recited."

In India, according to the Progress Report, India, 1882-3, the native laws and language are recognised as follows:—

"1. *Law.*—The natives of India, Hindu, Mohammedan or other, are amenable, so far as regards succession, inheritance, marriage, caste, or religious usages, each class to their own law, except when modified by express enactment." (Progress Rep. (India) 1882-3, p. 40.)

"2. *Language in the Courts.*—In the Punjab, Urdu and Hindustani are the official languages of the courts. (Progress Rep., 1882-3, p. 322.)

"In the native minor courts the native languages are spoken."

"3. *Schools.*—In the Government schools of the Punjab, Urdu and Hindustani are the languages in which the instruction is given."

"4. *Literature.*—In 1886 the register of publications for British India showed 8,877 books and magazines published within the year; of these more than nine-tenths were in vernacular languages."

In Heligoland education is compulsory. The children, mostly of Frisian origin and speaking their own language, are taught English and German in addition to the English. In Malta Italian is the official language of courts and documents. In the Cape of Good Hope, in the Session of 1888, it was resolved that the notices of motion and orders of the day and all bills submitted to the Council be printed in the Dutch as well as the English language, and this resolution was carried by twelve to seven, and the Finance Committee asked to have a sum of money placed in the Estimates for this purpose, which was done. And in 1884 an Act

was passed under which judges may, and other judicial officers shall, allow the use of either the Dutch or the English language in courts of justice and divisional councils of a certain number of voters could ask to have summonses and notices issued in Dutch. I shall have occasion to put before the House, in a moment, the opinion of a gentleman who visited Canada not long ago, one of the most prominent men in England, and a well-known writer, who drew a comparison then between the Cape of Good Hope and Canada, which he concluded by saying that the people of these two colonies are the last and best specimens of British conservatism which still exists, and that these colonies were kept true to England by the generous and liberal treatment which they received at the hands of the Imperial Government. I refer to Sir Charles Dilke. The debate on this subject has considerably widened. My hon. friend who proposed this measure, and those who support it, felt themselves compelled to seek other reasons beyond the practical question to which they would like to reduce it; and in their search for reasons they went to foreign countries. But in their search they were equally unfortunate. For what do we find? Take Austro-Hungary, we find that Louis Leger, in his history of Austro-Hungary, says:

"The Universities of Vienna, Graz, Innsbruck and Glognic teach in German. The Chekh Universities teach in Chekh. The Cracow University teaches in Polish. The Universities of Livov in Polish and Ruthenian. The Universities of Buda-Pesth and Kolosovar teach in Magyar. The University of Zagreb teaches in Croatian."

"The University of Prague, which was first Latin and then German, has recently been divided into two universities, one teaching in German, the other in Chekh, the Hungarian tongue."

Article 19 of the Fundamental Law promulgated in 1867 under the authority of Count Beust, is as follows:—

"All the races of the Empire are on a footing of equality and each one of the nations severally has a right that the inviolability of its nationality and its language shall be secured. The equality of all languages used in the Empire for the purposes of administration for schools, and for public life, is recognised by the State."

Vambery, in his History of Austria, says:

"In 1859 a most important concession was made by the Imperial Government to the spirit of nationality. By a ministerial order, the language used in the higher schools was, for the future, to be regulated according to the circumstances of nationality, the predominance of German being thereby abolished. In the same year was issued what was known as the Protestant Patent, which granted to the communities the free administration of their own educational and religious matters."

These examples show that the countries which have been wisely guided by the necessities of the different nationalities comprising them are those whose vitality is the most pronounced. If, in order to make a nation great, its people should speak but the one language, could it not be argued that there should be in the whole world but one language in order to make it perfect. If there is to be assimilation, let there be assimilation all over the world; let there be but one language all over the world. If that is necessary for one nation, it is equally necessary for the whole world. That is the view held by Socialists. They say there should be no differences, no classes, that every citizen in the world should be treated as his neighbor is, and that Christian fraternity should be put in practice, in politics and in the administration of the material and moral affairs of the

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