

ask him to enter with me into one of those English-French schools where, as in Ottawa, for instance, the number of children would be from four to six hundred, divided into a great many classes, the number of pupils being sufficient to separate them, putting the English under one roof, and the French under another. Let us observe the spectacle of a woman teacher having fifty pupils under her charge. We enter a school where teacher and pupils are all English-speaking. I reverse the proposition, so that my honourable friend may learn the feeling of that class, and see how he would feel himself. In this school regulation 17 applies to the English minority, and the teacher being English, and addressing English pupils exclusively, would start the class by saying: "Mes enfants, nous allons maintenant étudier la grammaire anglaise;" and she would continue in French teaching English grammar for an hour in the presence of my honourable friend, and that class would wrestle with the difficulties of the English grammar, through the medium of the French language, imperfectly known by most of the children.

Hon. Mr. DONNELLY: Do you assume that the limitation of an hour is applied to the first and second forms? That is only applied to the higher classes. The first and second forms may be taught in the language to which they are accustomed.

Hon. Mr. DANDURAND: No, I assume that the hour is limited to the first and second forms.

Hon. Mr. DONNELLY: I think the honourable gentleman is wrong; I think that applies to the higher forms.

Hon. Mr. DANDURAND: The inspector may allow an hour in the other forms, but it is discretionary with him. He may or he may not. I take it for granted that the men of Ontario who are leaders of the people are mostly men of good will, and that they would not willingly be unjust towards the minority if they were not hampered by a certain section of the community which is governed by sectarian views and narrow prejudices.

Now, this re-enactment of the law by the Ontario Legislature does not settle the question. The grievance which the minority feels that it has is not removed. I know quite well that the discussion in this Chamber will not change the law. On the contrary, certain sections of the community, which are led by a fanatical press, will make use of this discussion to say that Quebec wants

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to impose its views upon Ontario. But I speak now, not for the immediate effect that my speech may have upon the Ontario Legislature. I rise simply to ask that the representatives of Ontario in this Chamber, after the next general elections have taken place, at which it will be in order for party purposes to accentuate the differences between the provinces of Ontario and Quebec, to consider this question carefully. It is clear—we can see it in every line of a certain section of the press—that whatever advantage the racial cry may bring to one party or the other will be used to the extreme limit. But when all this has reached an end, when the ballot boxes have been closed, I would ask that the representatives of Ontario look into this question and see if there is not some way of settling the matter so as to bring the two races of the country together and remove that grievance, or what the minority feels to be a grievance. The solution which I suggested two or three years ago I now repeat. Let the good men of Ontario examine the situation, and try to enact a regulation which will decree that half of the time shall be given to the English language as a language of communication in the bilingual schools, and the other half of the time to the French language as the language of communication. I have said that if you divide the seven or eight hours of the day and give half to the English language and half to the French, the French boys after four or five years at school will know the English grammar better than their own French grammar, because in that length of time they will not have mastered to the same degree the French grammar, which is much more difficult than the English. It has been my experience, and the experience of all of us who have attended a bilingual school, in Montreal, that after four or five years the boys are able to write the English language correctly. They will not have mastered the genius of the language, but they will carry on their commercial correspondence in English, and will not attempt to write it in the French language, because it is necessary to continue a few years longer in order to learn French thoroughly. So I offer this very easy solution of the difficulty. Not to-day. I know that what we are saying now will have no immediate beneficent effect. But I would beg of my friends in this chamber, who have influence in Ontario, that within the next six months or a year they get together and see if they cannot remove what the French minority,