

ASSOCIATION CANADIENNE FRANÇAISE  
:-: :-: D'EDUCATION D'ONTARIO. :-: :-:

BI-LINGUALISM  
IN ONTARIO.

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COMMON SENSE  
AND PREJUDICE.

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## Preface.

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In this pamphlet, the Association Canadienne Française d'Éducation d'Ontario (French-Canadian Educational Association of Ontario) desires to place before the public certain views expressed by opponents and upholders of bi-lingualism in Education.

These opinions have been gathered from press reports and editorials published by Quebec and Ontario newspapers.

Previous to the perusal of these articles and interviews, we deem it just to state a few facts in order to demonstrate that English-French bi-lingualism in Education is not a privilege, but is a recognition of natural and constitutional rights in all parts of Canada, in an officially English-French bi-lingual country.

We will add at once that we, French-Canadians, desire our children, in every part of the Dominion, to learn the English language, because we think it is a national duty so to do.

The British North America Act, 1867, clause 133, clearly defines that the use of French and English is equally official in the Federal Parliament, and in all documents emanating from public services under federal jurisdiction.

That is why the First Commoner (Dr. Sproule) learns French, at the age of sixty-eight years, in order to properly discharge his official duties.

Both languages being official in federal matters, it is the duty of the citizen to know both if, in conformity with the Constitution that provides for English and French debates and documents, he is willing to give to the State the plenitude of his energy, talent, and proficiency in the Senate, in the House of Commons, and in all federal departments of the public administration. The citizen being bound to know both languages for the aforesaid reasons, he must consequently learn, therefore the State must teach, and any province that neglects or ostracizes one or the other of the two official languages by legislation, enacts laws that are entirely at variance with the spirit of the Constitution.

All French-Canadians and—it is indeed regrettable to say—only but few English-speaking Senators, Members of Parliament, or civil servants, possess a sufficient knowledge of both the official languages. The French public men feel that they must know both if they wish to do their utmost for the welfare of the State. It is for this broadminded reason that both languages are taught in the Province of Quebec where, after all it would be just as reasonable to have only French, as it would be for Ontario to exclude French under the pretence that Ontario is wholly an English province.

There are no French or English provinces in Canada, and there cannot be any, all provinces being British.

The provinces must recognize the necessity of a complete knowledge of both the official languages, unless narrow provincialism, which is detrimental to progress and good understanding, is desired and promoted.

There are also other rights which French-Canadians could well claim in all sections of Canada.

In all wars between civilized nations, when conquest or cession follows, it is understood without the necessity of a precise definition in treaties, that the conquered or ceded civilized nation retains the unquestionable right to her mother tongue, and consequently to the teaching of it.

Wales, Guernsey, Jersey, the Isle of Man, the South African Federation, India and Canada, in the British Empire, are well-known examples of the liberty extended to colonies in connection with the use of their language.

The Romans themselves knew that it would be unfair and impolitic to impose their language and laws on the conquered Gauls, to the exclusion of the Gallic vernacular and laws. They recognized that the best means of insuring the loyalty of conquered nations was to enact no legislation that would be likely to prove hurtful to national pride, or arouse hatred against the conqueror. They properly saw fit to allow the vanquished the enjoyment of a certain freedom in the maintenance of local traditions, morals, and speech.

Cæsar's Commentaries and History amply prove this.

In the British Empire, it has always been the practice to grant such rights to newly acquired dominions.

The British Government evidently realized years ago that a contrary policy would have been unwarranted and could not be supported by sound leadership, that it would be oppressive, and would promptly have destroyed the good reasons upon which mainly rests the loyalty of the minority in Canada.

In Ontario, the French number 250,000, or one-tenth of the population of the Province. They are grouped in different ridings of Eastern, Western, and Northern Ontario. Many townships and counties record a French majority.

We therefore unhesitatingly ask as a right that the French language, one of the two official languages of the Dominion, shall be taught in Ontario under the sanction and jurisdiction of the Department of Education.

We do not claim it as a privilege, as would be the case with the German-Canadians, but emphatically hold that we have a right to this tuition, even if Ontario were, as is wrongly claimed by some, an exclusively English province.

The spirit of the clause pertaining to education in the Act of 1867 does not in any way imply the denial of the right to have both official languages taught in all the provinces.

To assimilate the status of French and German languages in Ontario is not justified by the Constitution.

To deprive the French population of Ontario of French tuition is an illegal and unjustifiable infringement upon natural and official rights of the French minority.

Though French was temporarily abolished in Canada, in 1841, the British Government refused, in 1849, to abet any longer the perpetuation of such a manifest political crime.

They evidently did not realize, at Westminster, to what degree of narrowness Canadian provincialism could reach when left without check; else they would have clearly and emphatically defined the official status of both languages in Canada.

The strength which the British Empire derives from its colonies is to be found in the full recognition of these liberties which are founded on natural law.

The principle of "*Vae Victis*" fostered in certain parts of our Dominion has never received British Imperial sanction.

The present King of England, George the Fifth, when Prince of Wales, was not surprised to hear, during the Tercentenary celebration at Quebec, that the deep loyalty of the French-Canadians reposed mainly on the liberties accorded to them by the Government of Great Britain, and that French-Canadians would never think of severing their connection with England so long as their language and religion were respected by the State.

Loyalty cannot be forced upon any population. It is the logical outcome of forbearance and equity.

Why, then, should one small section of the population of Canada strive to destroy harmony and peace when it is so evident that the common interests of the commonwealth can best be forwarded by a generous acknowledgment of existing rights and a reasonable and fair interpretation of the Constitution as it is.

It is consoling indeed to find that the Protestant Committee of the Council of Public Instruction, in the Province of Quebec, offers premiums for the promotion of French tuition, precisely at the very moment when a faction in Ontario is doing its utmost to deprive the French-Canadians of their right to learn and speak their mother tongue.

*L'Association Canadienne Française d'Education d'Ontario.*

## Introduction.

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This pamphlet is divided in two parts. The First, entitled *Common Sense*, is devoted to a selection of extracts from speeches delivered by public men of the British Empire, from letters signed by well-known British statesmen who have occupied important public functions at different times, from editorials published by newspapers in Canada, and interviews given to the Press.

The Second Part is devoted to some choice specimens of the pyrotechnic display now being engineered by the scions of fanaticism throughout Canada. It is not the least interesting section of this publication, as it shows plainly to what extremes some people can reach under certain circumstances, when they lose sight of the sound principles upon which Confederation was solidly built and now rests.

*Common Sense*



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## Common Sense.

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*The Governor-Generals of Canada,*

since Lord Elgin, have all, Lord Dufferin included, proclaimed the necessity of knowing both official languages in our bi-lingual country.

*Lord Dufferin,*

formerly Governor-General of Canada, ex-ambassador of England to Italy and France, one of the great statesmen who honored the British Empire during the last century, said in a speech that became famous:

"It is true that the racial differences existing in Canada complicate to a certain extent the problems statesmen have to solve from time to time; but the inconvenience resulting from this state of affairs are more than counter-balanced by the many advantages deriving therefrom. I do not believe that ethnological homogeneity is a flawless boon to a country. It is unquestionable to say that the less attractive side of the social character of a great portion of the populations on this continent, is the uniformity offered by many of its divers aspects; and I believe Canada should be happy to rely on the co-operation of different races. The mutual action of the national idiosyncrasies introduces in our existence a variety, a color, an eclectic impulsion that would otherwise be impossible to attain. It would be an utterly impolitic policy to strive for their disappearance."

*Lord Grey, Governor-General of Canada,*

while visiting Victoria School, Quebec, in October, 1910, pointed out to the pupils:

"that it was just as much in the interest of English speaking Canadians to learn French as it was for the French to learn English."

*Lord Elgin to Lord Grey,*

Montreal, May 4th, 1848:

"I am very anxious to hear that you have taken steps for the repeal of so much of the Act of Union as imposes restrictions on the use of the French language. . . . I must, moreover, confess that I, for one, am deeply convinced of the impolicy of all such attempts to denationalize the French. Generally speaking, they produce the opposite effect from that intended, cause the flame of national prejudice and animosity to burn more firmly. . . . You may perhaps americanize, but, depend upon it, by methods of this description you will never anglicize the French inhabitants of the Province."

*Lord Grey,*

in answer to Lord Elgin, Belgrave Square, June 1st, 1848:

"I quite agree with you as to the impolicy of the attempts . . . therefore, though I confess I am sorry to alter the Union Act as regard the languages, I shall almost immediately yield to their wishes by bringing up a Bill to effect the desired changes. You will receive an official announcement of this intention by this mail. . . ."

*Lord Elgin to Earl Grey,*

Montreal, June 1st, 1848:

" . . . Let me also remind you of the importance which attaches to the passing of a measure to remove the restrictions imposed by the Act of Union on the use of the French language. . . ."

*Lord Elgin to Earl Grey,*

Montreal, June 15th, 1848:

"I trust that the next bag from Downing Street will inform on what you intend to do in order to repeal the restrictions on the use of the French language imposed by the Union Act. I am very anxious on this point. Lafontaine is constantly speaking to me about it. I believe these provisions to be most impolitic and calculated to produce the very opposite effect from those intended. Their repeal has been applied for in an address, I believe, unanimously voted by the Local Legislature and promised by the Secretary of State. Why should it be delayed? . . ."

*Lord Elgin to Earl Grey,*

Montreal, June 29th, 1848, (in speaking of the means to stop the exodus of Canadians to the U. S., he concludes):

"The moral is: . . . Fill up the frontier country with French, and the lands to the rear with British, who may retain their love of home and its institutions at a distance from American influences.'"

*Lord Dudley, Governor of Australia,*

(The Austral Light, April, 1909):

"Nor do I think that racial distinctions constitute an unhealthy feature in national life. On the contrary, it has always appeared to me that they may be a source of considerable national strength, for each race has its own qualities which are due largely to its history, its traditions, and its faith. As an asset, then, of national strength, we should seek to maintain those qualities, to foster and encourage them in every way possible. And the more you allow each race to live and grow in accordance with its own traditions, the more you refrain from hampering it by illiberal and unelastic schemes of development, the more likely will you be to draw forth its fullest powers and usefulness."

*His Grace Mgr. Routhier,*

Administrator of the Ottawa Archdiocese, Ottawa, January 19th, 1910:

"The object of the Congress is to secure a wider scope for the French language in the Ontario schools that are frequented by our children. Such an object cannot but be received with sympathy by unprejudiced educators of our province and by our government, protector of all the sacred liberties. . . .

"The work of the Congress, . . . is not a mutilation of our school system of Ontario, but a widening of the base on which the school will rest. . . ."

*Rev. Father Wm. Murphy,*

Rector of the Ottawa University, Ottawa, January 20th, 1910:

"My support is cleanly and loyally given to the effort you attempt in favour of your language.

"Two races have become rooted to the soil of the Dominion, under the shadow of the British flag. Let us respect their rights and their liberties.

" . . . If you desire a formula that expresses my opinion, I ask that every man should possess a conversant knowledge of both languages and a good culture of his maternal tongue. . . . The great patriot McGee often repeated that he would pay very dear the advantage of knowing French.

" . . . French is taught in all colleges and all academies of the British Empire; Germany itself makes it a compulsory tuition in all its gymnasiums and universities. . . . In all European countries, the learned men deem themselves honored to speak French fluently. . . ."

At the beginning of 1911 *the English members of the Council of Public Instruction* of the Province of Quebec begged the Legislature to grant them more abundant subsidies in order to increase the teaching of French in the English schools of the Province of Quebec.

*Sir John A. MacDonald,*

Extract from a speech delivered by The Right Honorable Sir John A. MacDonald:

"Canada is the common inheritance of two great races. Canada is English or British in its loyalty, but it belongs to two great united races. Here, there is no more any conquering race or a vanquished race; there is no more any rights of the strongest and rights of the weakest: there are equal rights belonging to two great races."

*The Honorable R. L. Borden,*

Ottawa, January 29th, 1910. Mr. Borden spoke in French and then in English:

"The French-Canadian Congress deserves our most sincere appreciation.

"It is the French-Canadians who were the pioneers of our country, who brought here the happy influence of christianism and civilization. It is *due to their loyalty if Canada was saved to the Empire*. . . . I never considered the idea of a single race in Canada; and I may say to you that if Canada lost the two million and a half French-Canadians inhabiting the country, it would lose the best share of its national riches. I have spent holidays in foreign lands, in the Old World; but I have never met elsewhere that sympathy found by Englishmen who come in contact with French-Canadians."

*Hon. R. L. Borden's political manifesto,*

Sept. 18th, 1911:

"The same spirit animates Canada to-day as that which inspired the men who founded this Confederation. That spirit is one of faith in our country, our institutions and ourselves. . . . It falls equally to the sons of British pioneers and loyalists and on those Canadians of French descent to whose ancestors we owe a debt of deep gratitude for the loyal valor which preserved Canada to the British Crown. The sons of these valiant defenders of our soil profoundly realize that Britain's flag secures for them to-day *rights and privileges which they justly hold most dear.* . . ."

*The Right Honorable Sir Wilfrid Laurier,*

Ottawa, January 19th, 1910, at the civic reception to the First Congress of French-Canadians of Ontario:

"It does not suffice that the French Canadian children of Ontario learn their maternal tongue on their mother's knees; they must be enabled to learn it in the school. In the Province of Quebec, where we have the majority, we grant to other races rights that we claim for us in Ontario. . . ."

"The Congress must continue the work they have so well begun; seek the maintenance and improvement of the bilingual schools, where the French-Canadians can learn and preserve their beautiful French language as the most precious of treasures. . . ."

*Sir Wilfrid Laurier, Premier of Canada,*

January 20th, 1910:

"We ask nothing that we, French-Canadians, are not ready to grant to others. What the French-Canadian race claims for itself it concedes to its neighbors. . . ."

"We want the French language respected in Ontario just as we grant, in Quebec, complete liberty to all the elements inhabiting the Province. . . ."

"Our work is not a work of invasion, but the simple maintenance of a primitive treasure."

*Honorable Rodolphe Lemieux, Postmaster General,*

January 19th, 1910:

"French-Canadians, you are at home in Ontario as you are at home in any province of Canada. . . ."

"French language in Ontario must not be a cause for isolation; it would not be a good policy neither for Ontario nor for Quebec. With diversity of faith and language, it is possible to live in perfect harmony."

*The Honorable Doctor O. Réaume,*

Minister of Public Works, Toronto, speech delivered in Hawkesbury, 4th December, 1911:

"The Honorable Prime Minister (Sir James Whitney) said to me: 'Go, and tell the electors of that district (Prescott) . . . that the teaching of the French language will not be abolished in the Province of Ontario. . . .'"

### A SIGNIFICANT LETTER.

Ontario Department of Education,

Toronto, January 25th, 1912.

Reverend and Dear Sir,—

I am directed by the Prime Minister, Sir James Whitney, to acknowledge receipt of your letter of the 21st, and to state that no change has been made in the School Law or the Department Regulations affecting the study of the French language in the schools.

I am directed to point out that the question is one entirely under the control of the Board of Trustees.

I have the honour to be,

Your obedient servant,

(Sgd.) A. H. W. COLQUHOUN,  
Deputy Minister of Education.

Rev. A. M. Chaîne,  
Arnprior, Ont.

*Hon. Frank Cochrane,*

representing Sir James Whitney at the civic reception tendered the French-Canadian Congress, Ottawa, 19th January, 1910:

"I regret not to be able to speak in French, but I see with pleasure that all French-Canadians speak English, showing therein their superiority. The Whitney Government more than ever give their attention to the educational question. The Government will not cease to work for the improvement of provincial schools, in a way to give a better recognition of the *needs* and *aspirations* of the English and French population. . . . I have done much towards opening the first bi-lingual training school in New Ontario, and I wish to say to the French-Canadians that they can rely on me."

*The Honorable Frank Cochrane,*

representing the Whitney Government at the banquet given in connection with the French-Canadian Congress at Ottawa, January 20th, 1910:

"The French-Canadians can reckon upon my sympathy and my support, as well as upon the spirit of justice of the Government that I have the honor to represent."

*The Honorable Adam Beck,*

Minister of Power in the Whitney Cabinet, in a speech delivered at Ottawa, January 19th, 1910:

"To-night's meeting honors the French race. Though proud of my German origin, I am happy to live in a country where all the elements of the population have equal rights. I join with the Honorable Frank Cochrane in vouching that French-Canadian claims will always be favorably received by the Government."

Mr. George Pharand, M.P.P.,

for Prescott, at the banquet of January 20th, 1910:

"Education is the only means by which to prepare men that will honor state and society. . . . French is official in our country. Our English-speaking compatriots are pleased to recognize it and do not hide their admiration for our mother tongue. Many amongst them speak it and make it a point of honor to speak it fluently. They will then surely see with satisfaction the French claim their rights for their language, and ever claim for it the place it deserves in the school as well as in the home."

Proceedings of the *Royal Society of Canada*, vol. 4, Third Series,  
Appendix A.

In answer to the question: What about the vexed question of languages, as affecting Canadian Unity?:

"One salient feature in the diversities of our Canadian life is the difference of the English and French languages among the original Canadian population which has presided for one hundred and fifty years since Canada or New France became English. The mere logician demands uniformity, and says that equality of treatment would require that German, Scandinavian and Galician should have, because they are spoken by large bodies of our Western people, the same official recognition as French. But treaty rights, a century and a half of usage, and a large native born section of more than two and a half millions of French-Canadians, place their claim upon a distinctly different plane from any others of our people of non-English nationality.

"It was a great surprise to the writer—a Western Canadian—on being at one time a resident of old Quebec, to hear the English speaking Quebecer talk of the "Canadians," meaning the French-Canadians, and however much it has since been widened, we must admit their priority of rights to its use. French is one of the classical languages of the world; it has a worthy, a brilliant literature, it is the European language of treaties. Such difference of language cannot interfere with our unity of action and is entirely compatible with our Canadian unity. . . . The descendants of the French colonists are still allowed their worship in the crypt of Canterbury Cathedral. Manitoba university is a union of interests which allows the use of French to its students in their examinations, and this Royal Society is a union of literary and scientific interests which shows the principle of a unity with diversity. . . . Bound as we are to work for Canadian unity, we will not listen to the mere doctrinaire who forgets the alliance, the old understanding, and the joint sacrifices in defending one's native land. The old system has not lost its fragrance. There is room for it yet, even in a busy, practical, non-poetic age. . . ."

Address by Senator Belcourt at the French-Canadian Congress  
held in Ottawa, Jan., 1910:

"In virtue of natural law parents are obliged to bring up and educate their children; in virtue of the laws that govern all civilized societies, these latter have the duty of supplying their subjects with means of procuring education and instruction. . . ."

"Apart from the difference in language and religious faith, it is evident that the mentality, the temperament, the aptitudes, the tendencies and the intellectual tastes of the two great races that inhabit Canada are not, and

probably will never be, in all respects similar; hence the necessity of using for the one a method of teaching that does not correspond with the needs and desire of the other. Each one, for a full educational development, requires methods and means in some respects different from the other. . . .

"The problem cannot be solved by the application of the rules of government by majority. That rule, fair enough in civil matters, becomes wholly unacceptable when dealing with concerns of the intellectual order of that conscience. Long ago, moreover, has this principle been recognized and applied in the teaching domain of this province, by the creation and maintenance under the authority and with the sanction of the law, and with the aid of the public treasury, of the separate schools, both for Catholics and for Protestants, and even for the colored race. . . .

"It seems quite obvious that every system of teaching and education should afford every citizen the best means to attain his full intellectual and moral development, in accordance with his aptitudes, his temperament and his desires, and to exercise in their fullness all the rights that the Constitution of the country allows him as well as to perform all the duties that it imposes on him. It appears equally evident that this end will never be attained in Ontario as long as the French-Canadians will not there have at their disposal the entire use of the means most effective in and most suited to their intellectual, moral and social formation—which means, I repeat, is that of the mother tongue. . . .

"We desire to claim the right to make use of the French language as the indispensable auxiliary in the educational formation of our children. . . .

"I have said already, and I repeat it, that we entertain no prejudice against the language of the large majority of the Canadian people; we are not so blind as not to see all the importance and all the necessity for ourselves and ours to know well and to speak the English language, nor are we so prejudiced as to entertain the slightest objection in its maintenance and propagation. It is and will likely always be the language of the large majority in Canada. All the French-Canadians in Ontario have learned it and all our children are now learning it. Our English-speaking fellow citizens even admit that we speak it as well, they sometimes say better, than they do themselves. . . .

"Is it because we chant the national anthem of the British Empire in our national language, as well as in the language of the majority, that we should become worse subjects of that Empire? Is it because, in both French and English, we speak everywhere, here, in England, in France, and foreign lands, of our unshaken attachment to British institutions, that we should have a narrower conception of our obligations towards Canada and Great Britain and lesser desire to fulfil them in the most complete manner? Why then should we be refused the pleasure and the advantage of knowing well and of speaking, our children and ourselves, the language to which our mothers initiated us, the language in which we have learned to think, to pray, and in which we can better express the most noble, inspiring sentiments of the heart,—affection, love, charity; the language in which we first learned the traditions that our fathers handed down to us and that glorious epic of our country's early history, as well as the heroic deeds of our ancestors on this American soil? . . .

"Again, I ask if a man is not educated in a two-fold degree when he knows both the language of Shakespeare, Byron and Scott, and that of Bossuet, Madame de Sevigné and Racine; is he not better equipped for the battle of life and the fulfillment of his duties towards his family, his fellow citizens, and society? . . .

"How many there are in Canada for whom the knowledge of the two languages, while affording them a double source of intellectual enjoyment, has



been a precious and invaluable aid in their careers, in the struggle of life, in pursuit of prosperity and happiness, in their social and political relations, as well as their daily intercourse, and also in the accomplishment of that pre-eminent patriotic work of creating and maintaining between the different elements of our population, the best relations in all forms; and thereby solidifying the bonds of concord and harmony so indispensable in Canada. A thorough knowledge of the two languages, English and French, has been the most fruitful and substantial bond of union between the two races that constitute the majority of this country. It was the equal knowledge of English and French that made possible, or rather that produced, the good understanding, the concord and the union between the two races; without that two-fold knowledge neither one nor the other of the two elements could have created or maintained that understanding and that union so essential to the prosperity and the future of Canada.

"Despite the apprehensions or the prophecies of certain people, the British Government firstly, and our Government later on, were not mistaken in sanctioning the official use of the French language and placing it on equal footing with the English. And the proof of this is written in almost every page of our history since the Cession; only the wilfully blind—and, happily, they are becoming more and more scarce—will not allow themselves to be convinced of this fact. Far from affecting our duty or hindering our devotion to the British Crown and British institutions, the free use of our mother tongue, with the recognition and consent of our laws and our institutions, has been the pure source whence we had the will, the courage and the valor which enabled us more than once to save this country for the Empire. Had the French language not been equal before the law in the past, I would not hesitate to say that to-day it would be an act of simple justice and of profound political wisdom, to recognize it as such. . . ."

*Answer to Hon. Mr. Foy.*

The Hon. Mr. Foy, Attorney General of the Province of Ontario, having handed to the press, for publication, the following "carefully prepared statement":

"I desire to give my views on the question of the schools and to to put them briefly and clearly. To avoid imperfect reporting, I have written them down and will hand this to the Press.

"My views are that the English language should be thoroughly taught in our schools to every pupil by teachers fully competent to teach English.

"That no other language should be taught in these schools.

"That such is the law that should govern us.

"That there cannot lawfully be any bi-lingual schools in the Province of Ontario, and if any are found they must cease to exist, and care should be taken to make all schools conform to the law.

"I wish to add that this policy is not one that is in the slightest way unfriendly to any portion of the community, but, on the contrary, is in the interest and for the benefit of each one of the rising generation. It will remove what would otherwise be a drag on many a youth in the race of life, and enable him to fairly compete with his fellows on an equal footing."

"L'Association Canadienne Française d'Education d'Ontario, (The French-Canadian Educational Association) desires to lose no time in expressing the great surprise to all of its members that such a statement, involving as it does the cruel, arbitrary, unjust and sweeping denial of the elementary natural, as well as constitutional, rights of at least ten per cent. of the people of this Province, should emanate from one holding the responsible position of Attorney General of the province.

"The Association is as anxious as any body or individual that the English language shall be taught to all French-Canadian children of Ontario as thoroughly as possible; but it will, with all the constitutional means at its disposal, and with all the energy and activity it can command, insist upon the exercise of at least those rights that are recognized to the French-Canadians, and which they have enjoyed for many years, with the sanction and co-operation of the Department of Education in Ontario.

"The enjoyment of these rights is amply warranted by reason of the position held by the French-Canadians in the Canadian Confederation generally and in this province in particular.

"The Association, furthermore, believes that a large portion of the English speaking population of Ontario would view with alarm the proposal to enact a law that would prevent the teaching of French in the School System of this province, and a large number from taking courses in the higher schools as well as in the Universities of Ontario.

"Neither can this Association believe that the enlightened section of the people of this province is prepared to have it decreed that this, as well as all future Ontario generations shall be condemned to know but one language.

"The statement of the Attorney General of Ontario is wholly at variance with the policy and practice of the British people all over the world.

"The Association earnestly believes and will continue to hope, that the views and desires of the Attorney General will not receive the approval of the Government of this province, nor the adhesion of the broadminded citizens of Ontario.

"*L'Association Canadienne-Française d'Education d'Ontario,*

JULES TREMBLAY,

*Secretary."*

"Circular No. 37."

## PRESS OPINIONS.

### *Rowell and the French Language.*

Mr. Rowell, the new Ontario Liberal leader, has followed in the wake of some of his party papers, who feel the light-footed irresponsibility of being "out of office" both in Toronto and Ottawa for the first time in nearly forty years; and given encouragement to that section of his people who are in full cry after the French schools of the province. He is in an attitude of attack where Sir Oliver Mowat stood so long in an attitude of defence; and he probably thinks to make effective a cry which he would never have dared to raise, did his party still hold office at Ottawa by the magic of the name of a great French-Canadian.

When Mr. Rowell says that "English is the official language of this Continent," he forgets his own country. It is not the only official language of the Parliament under which he lives, of some of the courts before which he may appear, or of the Province of Quebec, which is still the stronghold of his party. We Canadians are rich in possessing two official languages; and we should never surrender our birthright in this respect to buy the savorless "mess of pottage" which the worshippers of uniformity are always offering us.

The people who are concerning themselves so deeply in the welfare of the children of others, may comfort their souls with the certainty that the French-speaking parent well understands that his child will probably do better in life if he early secures a command of English. In this city—where there are more French than English schools—practically all the rising generation speak English. We wish we could say that anything like as many of them speak French.

The economic argument prevails with our French brothers far better than it does with us, though it applies in this province quite as much to us as to them. Mr. Rowell need not worry.

But that liberty and toleration which is associated so closely with the British name, will be fatally sullied if the State lends its great powers to hinder children in learning from skilled instructors the beauties of the language whose lipings they have caught at their mothers' knees, or to multiply the mental handicaps of the young scholar by compelling him to receive instruction in a language he does not yet understand. French parents should be allowed to have the children taught in French; and it will be an intolerable exercise of the power of a majority if this fundamental right is ever taken from them. What would the English minority in this Province think if the majority were to insist here that the language of instruction in all our schools must be the language of that majority.

Both Liberal and Conservative parties in Ontario may take note of this fact—No political party has ever succeeded in this country, or even in their province alone, on a platform which proposed the coercion of either of their minorities, the minority which speaks French or the minority which worships before the Roman Catholic altar.—*Montreal Daily Star*, Nov. 15, 1911.

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In Ottawa, more perhaps than in any other city in Ontario, there is practical bi-lingualism and the question now being debated in the political arena is to a more or less degree an incomprehensible one to citizens of the Capital, where thousands of inhabitants speak both languages fluently, where business is carried on in all parts of the community in French and in English, and where the tongues are everywhere heard in political, social and commercial circles. It is to the credit of our French-Canadian fellow citizens that with comparatively few exceptions all can speak English, whereas a French speaking English-Canadian is somewhat rare in Ottawa. Here is one illuminating phase of the problem that confronts Ontario. The average French-Canadian, while jealous to preserve his native tongue, is anxious and willing to learn English and is solicitous that his children acquire a good working knowledge of the dominant language. . . .—*The Ottawa Citizen*, Nov. 17.

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### *Mr. Foy and Bi-lingual Teaching,*

Mr. Foy should take note of the advice which, under the guise of a reply to Mr. Rowell, *The Star* of Montreal gave the other day to the two parties in Ontario, namely, that sectarianism and tyranny never yet brought luck to a political leader. Even in Ontario, the case of Mr. Meredith might give him pause.

But there is a point of view which a man of his ability, even if he be imperious to considerations of natural right, should not lose sight of: to wit, that in their eagerness to destroy the traditions and the language of the French-Canadians, the opponents of bi-lingual teaching are working against the unity of the Empire itself.

The French-Canadians, and Mr. Foy, who knows us well, cannot but be aware of it, are the most resolute opponents of the annexation movement, and it is chiefly because they are French-Canadians that they are so.

In seeking to destroy their "ethnic personality," to make this an exclusively English-speaking country, the champions of anglicization are thereby opening a wide door to American influences, are paving the way for the

political unification of the continent, and the consequent rupture of the British connection.

It might be worth their while to take this into account.—*Omer Heroux in Le Devoir, Nov. 21, 1911.*

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### *Bi-lingual Schools.*

The French minority in Ontario is not greatly inferior in numbers to the English minority in Quebec. It does not even ask to be as generously treated, it merely claims the right to speak its own language, and to teach it to its children, concurrently with English. It may be safely asserted that the men of our race will not yield on this point. Not even Mr. Rowell and Sir James Whitney together can break the will of a people that holds by its speech, its race, and its soul.—*La Presse, Nov. 21, 1911.*

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In France and in Germany, people learn English, and well-born Englishmen wish to know French. The acquirement of a foreign language opens the mind, widens the understanding, perfects culture, and offers, even from a practical point of view, unheard-of advantages. A man who knows how to express, in a language other than his own, the idiosyncrasies of his race, is, in some sort, a double man, a *superman*, one who dominates, by an easy superiority, the wretch who is confined within the limits of his own mentality and his own tongue.

Thanks to the present widespread study of living languages, especially in our country where we have the good fortune to possess, simultaneously, two official, national idioms,—the man of one language will soon be looked upon, among educated persons, as, in some sense, a being of incomplete intellectual development, a *semi-ignoramus*.

Is there a *politician* who possesses the ominous courage to inscribe at the beginning of his electoral programme the compulsory inferiority of the children of his electors? Will any man seek votes by promising to erect incompetence into a school system?

*The Gazette*, which knows the Province of Quebec through having lived in it for a hundred and forty years, understands the importance of bi-lingual teaching, and appreciates its advantages, and it believes, with our professor, that a man who knows two languages counts as two men.—*Leon Lorrain in Le Devoir, Nov. 26, 1911.*

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And why should the Hon. Mr. Foy deny Ontario French-Canadian fathers the right to have their children taught the French language in the schools of that Province? The law of Ontario does not recognize the bi-lingual school, Mr. Foy says. And since when is the law the sole source of right? When the Irish of the United Kingdom ask Home Rule for their country from the English Government, are they to be told that their claims are unjust, on the plea that Home Rule is not recognized by the law of the United Kingdom?

The right of the French-Canadians, in Canada, to speak French is not merely a natural right, but a constitutional right as well. No provincial law can, in this country, override a right recognized by the Constitution of Canada, and when one of these laws prevents the exercise of this right, it becomes, by that very fact, the most insidious of all forms of injustice; becomes a legal injustice, an enduring injustice, sanctioned by the law. And against such an

injustice, every citizen affected in the exercise of his rights is bound to protest, on pain of seeing the institutions of constitutional government set at naught by those whose duty it is to see that they are respected.

The constitutional right to use the French language in Canada,—a language which is official in the country precisely on the same basis as English,—would, indeed, be a mockery if, in the provinces where the mere brute force of numbers is sufficient to crush us, an unjust legislation should be used to forbid the men of our race the lawful exercise of this right, by taking away from the younger generation of French-Canadians the means of learning our mother tongue.—*L'Action Sociale*, Nov. 24, 1911.

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*Petition of the French inhabitants of Canada to the King,*  
in regard to the administration of Justice, January 7th, 1763:

"Attached as we are to our religion, we have sworn at the foot of the Sanctuary an inviolable fidelity to Your Majesty. We have never turned aside from it, and we again swear never to turn aside from it even should we be in future as wretched as we have been fortunate. . . . We beg His Majesty, with the most sincere and most respectful submission, to confirm the Justice established for the consideration of the Governor and Council in regard to the French. . . . to allow us to conduct our family affairs in our own language. . . . and that we may have in our language a law promulgated, and your Majesty's orders, whose most faithful subjects we, with the most inviolable respect, profess ourselves to be. . . ."

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It may not be inopportune, at a time when all eyes are turned towards the West, to call attention to words recently uttered by Dr. Clarke, a graduate of Oxford, who is now living in the West: "*The surest means to keep the West country British, and to prevent its casting its lot with the American Union, is to maintain, to multiply and encourage on our prairies settlements of French origin and speech,—Catholic in religion, true Canadians.*"

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It is a well known fact, according to one of the deputation, that the young Irishmen who leave school at the age of 14 or 15 to earn their living, suffer from not knowing French, and we wish them to learn it. Other subjects will also be taught, but special attention will be given to French.

The Commission was as ready to grant this request as it would be to grant any facilities necessary to encourage the learning of English by young persons who have not had time to acquire it properly, and who may wish to supplement their primary instruction.

This is how well intentioned minds set themselves to solve the problem of bi-lingual instruction which appears so difficult of solution to narrow minds.

But is not this proceeding, on the part of the Irish societies of Montreal, also an effectual reply to the efforts of the enemies of French in Ontario? Does it not shew that a knowledge of French is becoming more and more necessary for success in business?

Ontario, for instance, contains, at the present time, a French-Canadian population of 250,000, and will contain half a million of them in twenty years.—*Le Devoir*, Nov. 27, 1911.

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This is, moreover, the solution which the desire to preserve British institutions, combined with common sense and pedagogical experience, should insist upon.

*The Telegram* scribes, who wish to swamp the French-Canadians by means of a wholly English immigration, might do well to consult the new Senator, Mr. Rufus Pope, on this point.

He would remind them that his father, Sir John A. Macdonald's former colleague, systematically encouraged French-Canadian settlement in the Eastern Townships, in order to place between the Anglo-Canadian and American populations, united, as they were, by language and by religion, an element divided in every way possible from the United States, and whose love is centred on Canadian soil.

Should the day ever come when Anglo-Canadian politicians are ready to take as wide a view of the matter, they will find it to their advantage to favor the expansion of the French element, with its language and its traditions, as being the greatest obstacle to the political unification of the continent.—*Omer Heroux in Le Devoir, Nov. 16th, 1911.*

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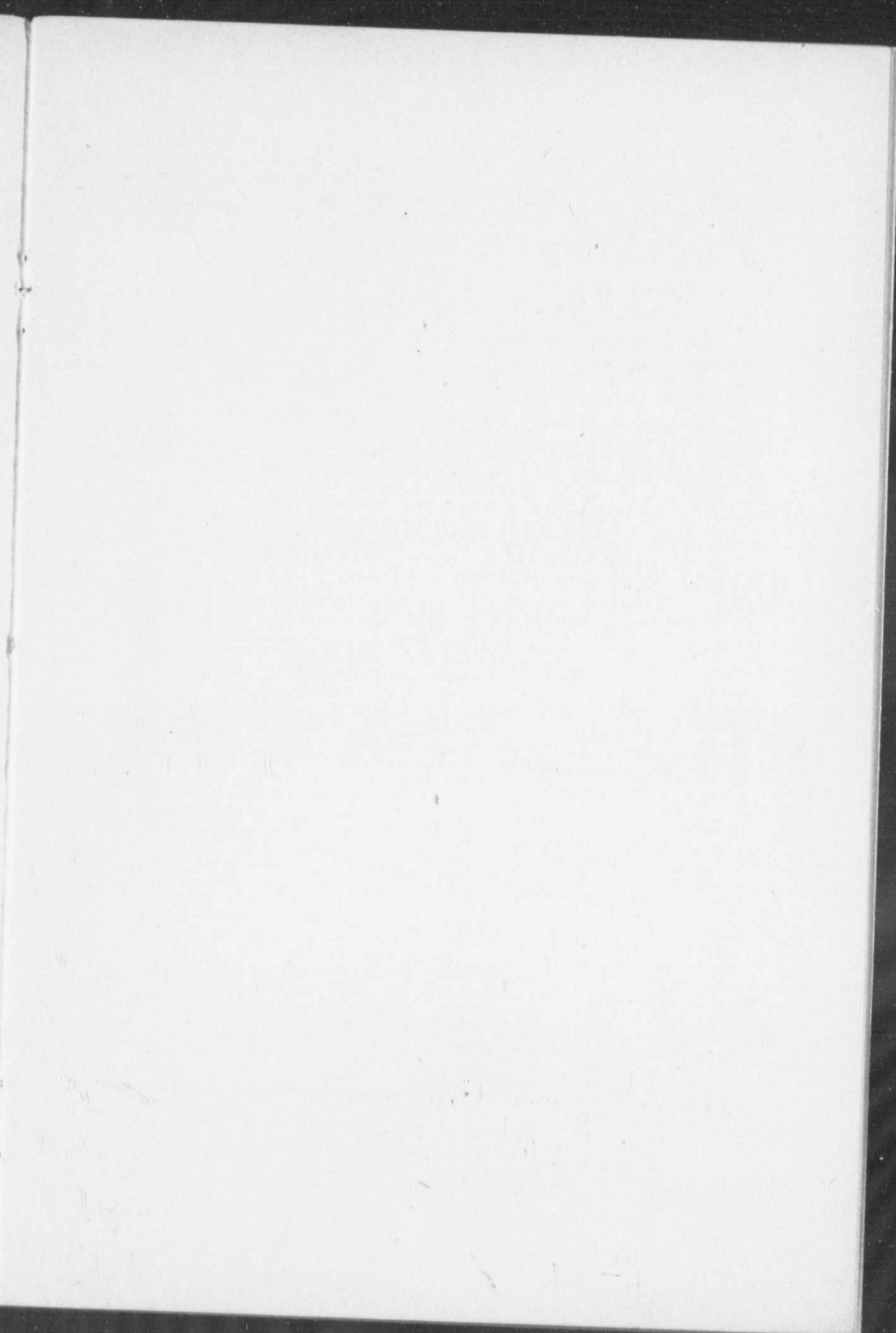
In a word, the French-Canadian element is to the Province of Ontario about what the English-speaking elements, combined, are to the Province of Quebec. Needless to insist upon the argument that a people, because in the minority, must not be deprived of those rights which are sacred to them—and one of them is that of using their own language. . . .

We simply take the broad ground that the children of Canada should not be robbed of an advantage they possess—the great advantage of possessing two languages. Even if both languages were not necessary—and they are necessary—in commercial, professional and general life in this country, still would they supply the rising generation with a double-edged sword to fight the great battle of existence. . . .

Let us suppose, for a moment, that we do not appreciate the sentiments of the French-Canadians in this regard, (while we not only appreciate but we partake of them), even then, the more selfish motive of a desire to hold all we have, to not be deprived of a mighty advantage at our disposal, should suffice to make us feel the necessity for protecting, preserving and teaching the French language all over Canada. The day is not far distant when the ever-increasing German element, especially in Ontario, will require to have German taught in the schools. When that hour comes, we can almost foretell, there will be no such opposition as there is in the case of the French. Yet contrast the two, in as far as Canada is concerned, and the very absurdity of the situation must flash upon the mind. . . .

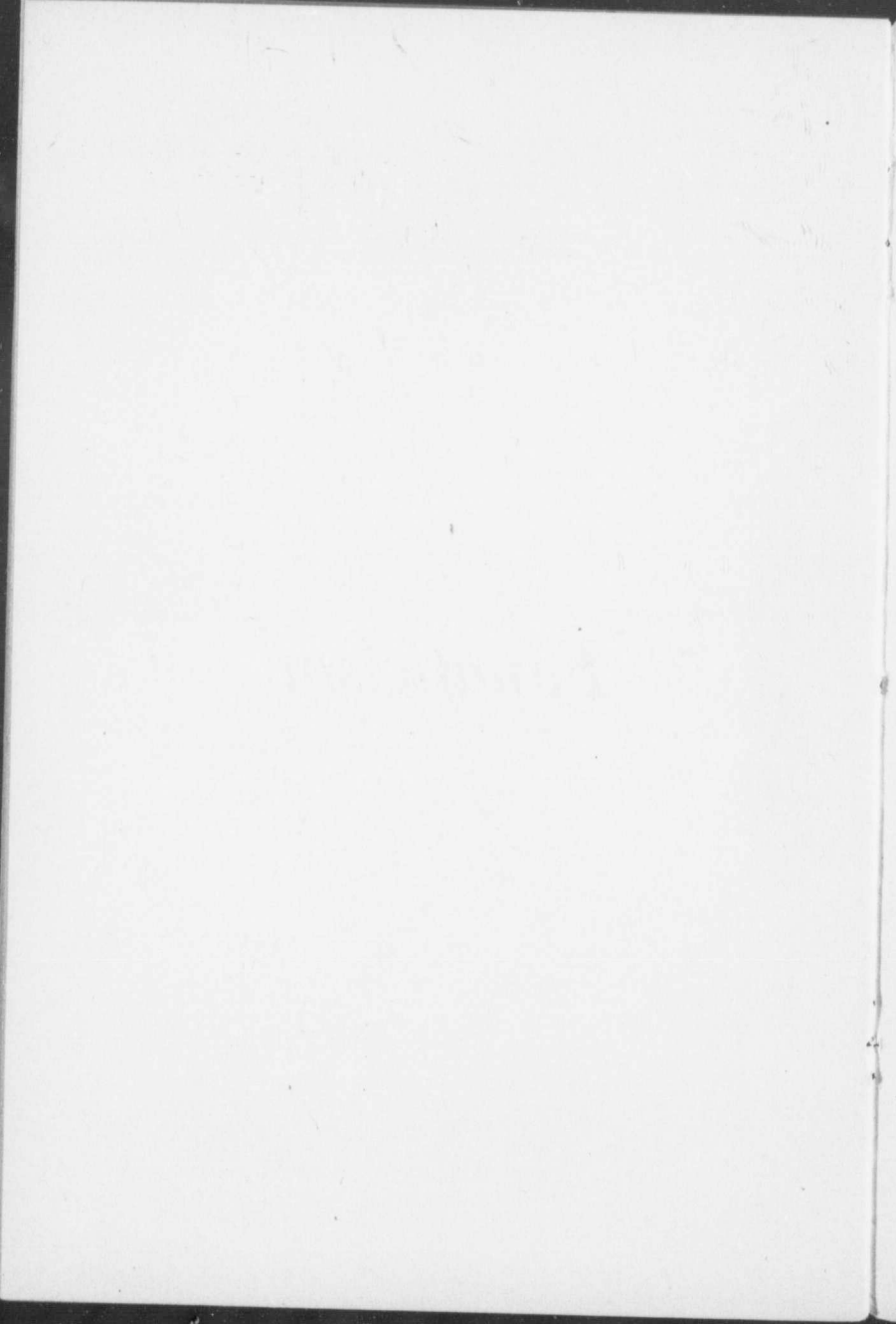
But one fact stands out, and rises high above the din of political warfare—it is the necessity of having the two languages taught in Canada. That is to say, in other words, that we cannot afford to lose the French language. When we say so we mean ourselves—the English-speaking element, and above all others the Irish-Catholic element. Without the French language we would soon be without the French laws, and once derived of these, no further barrier would exist to prevent the boiling flood of anti-Catholic propaganda overwhelming our most sacred institutions. . . .

It is high time that our petty quarrels and our senseless antagonisms should cease; it is more than time that both Irish Catholics and French-Canadians learn that their mutual interests demand union and harmonic action between them. The French-Canadians need our aid in this mighty struggle; we need the French-Canadians, we need their support, their sympathy, and we must bury all differences and join hands, if we desire to escape the storm that is gathering.—*The Montreal Tribune, Nov. 30th, 1911.*



# *Fanaticism*





## Fanatism and Hysterics.

### *The Orange Association's Policy.*

*Resolved.*—That we, the members of the Provincial Grand Orange Lodge of Ontario West, assembled at our annual meeting in Barrie, March 8th, 1911, desire to bring before the Government of Ontario the following facts and requests: That we have observed, with deep and earnest concern, the public and authoritative statements made concerning the Bi-lingual schools of this province. We note the inefficiency of these schools from an educational point of view; the unpatriotic character and tendency of these schools, which avowedly and manifestly *are seeking to drive the English language and population out of Ontario.* They render mutual intercourse and a good understanding between citizens of this province impossible. This state of things is unparalleled among the leading nations of the civilized world. It is merely an ecclesiastical device, subversive of the best interests of the French people. It will arouse jealousy and similar claims on the part of other nationalities, which, if granted, would destroy the unity and prosperity of this country. For these reasons, *we demand the entire and immediate abolition of Bi-lingual schools in the Province of Ontario,* and that no grant of public money be given to any school where an efficient lay teacher is not provided, and the teaching up to the required standing; and that none but thoroughly qualified English-speaking inspectors be employed.

Further, that we appeal to the members of the Orange Association throughout the Province of Ontario, to make this a test question—irrespective of politics—at the next Provincial election. That a copy of this resolution be sent to the Most Worshipful Grand Master of British America, Sir James Whitney, M.P.P.; the Hon. Dr. Pyne, M.P.P.—*Orange Sentinel*, Nov. 29th, 1911.

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### *Hon. J. J. Foy on Bi-lingual Schools,* November, 1911:

‘I desire to give my views on the question of the schools, and to put them briefly and clearly. My views are that the English language should be thoroughly taught in our schools to every pupil by teachers fully competent to teach English. That no other language should be taught in those schools. That such is the law that should govern us. That there cannot lawfully be any bi-lingual schools in the Province of Ontario, and if any are found they must cease to exist, and care should be taken to make all schools conform to the law.

“I wish to add that this policy is not one that is in the slightest way unfriendly to any portion of the community, but on the contrary is in the interest and for the benefit of each one of the rising generation. It will remove what would otherwise be a drag on many a youth in the race of life, and enable him to fairly compete with his fellows on an equal footing.”

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### *Mr. G. H. Ferguson, M.P.P. for Grenville,* in an interview dated Toronto, December 1st, 1911:

"Mr. Ferguson pointed out that the use of French in the schools was not based on any constitutional right of the French-Canadians in Ontario, but merely on a privilege that had been allowed them. They now claimed it as a right and the aggressive attitude of the French-Canadian Educational Society at Ottawa was shown by a recent magazine article written by the secretary referring to the expected spread of the use of the French language to various parts of Canada."—*Ottawa Citizen*.

N.B.—Mr. Ferguson must either have been misinformed or he must have knowingly gone beyond the truth. The Secretary of the Association never contributed to any review or to any newspaper, any article on the spread of the French language in different parts of Canada.

Truth could not, doubtlessly, advance Mr. Ferguson's interests in his political campaign.

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They (the Conservative members) are determined that Ontario shall be an English province and that in every school English shall be the language of instruction. . . .

It is to be hoped that we have reached the end of feeble concessions in education both in Ontario and in every other English province. . . .

. . . . It must be made clear that English is the language of Ontario, and that this is the fixed and final resolve of the great majority of its people. —*The Toronto News*, Nov. 21st, 1911.

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### *Language and Nationality.*

It is not possible to abolish the French language in Canada. It is the language of the Province of Quebec and it has an equal status with English in the Federal Parliament and in Federal documents. But while established constitutional rights must be respected new rights cannot be conceded. . . .

It is a national duty, therefore, in so far as we are not restricted by constitutional guarantees to make English the language of the schools, to resist separation in education, and to oppose every new demand of racial or religious minorities. . . . —*The Toronto News*, Nov. 20th, 1911.

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### *A Movement to turn Ontario into a French Province.*

It is not a question of the education of little French-Canadian children. It is part of a movement to turn Ontario into a French province, and it has progressed so far that several counties have already been conquered for the French race. There is only one way to stop it, and that is, to refuse to the French population those concessions which are necessary to the success of their scheme. . . .

It is all very well to be generous to our French-Canadian fellow citizens. We should be tolerant of their prejudices, but we should not deliberately put our heads into the noose which their leaders have made for the English-speaking people of Canada. We should not consent to the continuance of a

privilege when we see so clearly that it must lead to wiping out the rights of the majority.—*Orange Sentinel*, Nov. 29th, 1911.

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*Entire Prohibition of French the only Possible Remedy.*

If there is the smallest opening in the regulations for the use of French that language will be employed as nearly exclusively as the teachers and trustees will find it safe to do. It is utter folly for Sir James Whitney to suppose that the French trustees and teachers will observe the law. They have never done in the past. They will not do it in the future. The only way in which there can be any certainty of the pupils getting an English education is to appoint a fully qualified English teacher. The Education Department is dealing with a set of men and women who will not tell the truth in their reports. They are directed by Inspectors, some whom have shown little desire to enforce the regulations.—*The Orange Sentinel*, Nov. 29th, 1911.

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Bi-lingual schools are instruments to turn Ontario into a French province.

If Ontario is to remain English-speaking, bi-lingual schools must be abolished.

If we are to get bi-lingual schools abolished we must have a Legislature with a majority pledged to do the job.

If this Legislature will not do it, the next one must.—*The Orange Sentinel*, Nov. 29th, 1911.

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We reproduce the above, believing these firebrand-like excesses of language will ever appeal to the cultured mind in favor of a widespread broadness of view. In this progressive era few nursing such antiquated, unreasonable and injurious sentiments can ever hope to obtain the approbation of the English-speaking masses, ever bent upon cultivating mutual rights, the uplifting of all, and the development of an ever growing sentiment for the recognition of national rights. Liberty-loving Britain's greatness is mainly due to her tolerance and the respect of the language and religious beliefs of the countries which form the wonderfully united dominions of the great British Empire.

LA CIE D'IMPRIMERIE D'OTTAWA.

