

P. J. Minivan

The Bi-Lingual Schools of Ontario

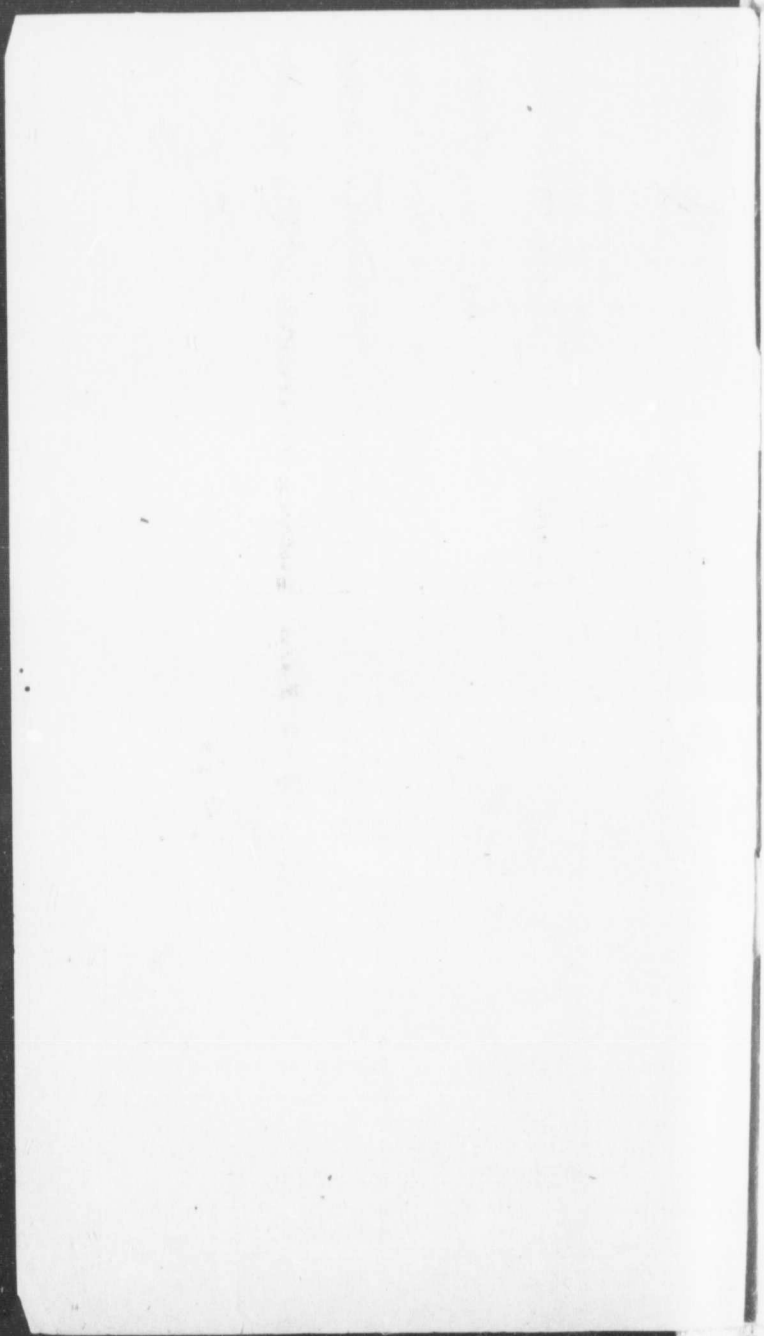
Summary of Conditions

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REV. W. T. ALLISON, M.A., Ph.D.

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THE BI-LINGUAL SCHOOLS *of* ONTARIO

As far as the use of text-books is concerned the public bi-lingual schools of Eastern Ontario are not open to criticism. They use a New Brunswick series of bi-lingual readers adopted by Hon. G. W. Ross in 1889. These books replaced the Montpetit series of readers, still used in Quebec Province, and in the Separate Schools of Ontario, books which are replete with Roman Catholic religious teaching. The books in use at present, however, are absolutely non-sectarian in character. The pupils in the fourth book classes use the Ontario reader. The text-books in arithmetic, geography, history and other subjects are those authorized for use in public schools, and are in English.

While the text-books are satisfactory, so much cannot be said for the teaching. As we have already pointed out, the majority of the teachers are poorly qualified, many of them speak very imperfect English, and the consequence is that they are inclined to teach the pupils in the language in which both teacher and scholar feel at home. Reading, grammar and composition may be taught in French to the French pupils, according to the ruling of the Education Department, but English must be taught in the schools, and all subjects except these are required to be taught in English only. When a child begins school he is supposed to have two lessons a day in English conversation. After a year or two he is supposed to read a little English, and henceforth the teacher is instructed by the Public School Inspector to keep the child reading in both French and English. If the child is French, he is supposed to be one book ahead in his own language; for instance, if he is in the fourth book class in French, he

ought to be reading the third book in English. As to other subjects, however, such as arithmetic, geography and history, they are supposed to be taught entirely in English. Such is the theory of teaching in the public bi-lingual schools of Ontario. According to this theory English is given the pre-eminence, and the French-Canadians of Ontario are complaining because their own language is subordinated and side-tracked. But what are the facts? The rules formulated by the Ontario Education Department are calculated to make English-speaking citizens of the French-Canadians, but the French-Canadian is satisfied with his own language, he has no desire to learn English, he is not anxious that his children should learn it and he takes very good care that the teacher of his children shall be French. The facts then with regard to teaching in the public bi-lingual schools of Eastern Ontario are as follows:

(1) Oral teaching of English to younger scholars is neglected. French-Canadian children in villages of Prescott and Russell, even lads of ten or twelve, can rarely understand, much less answer, simple questions in English addressed to them by the passer-by. They cannot understand the inspectors of the school.

(2) English is really taught in these schools as a dead language. Children learn to read it, to translate it into French, but are for the most part unable to speak it.

(3) The law of the Education Department that arithmetic, geography, etc., must be taught in English is in most schools a dead letter. It is impossible for a child, who has only a stumbling acquaintance with printed English, to receive instruction in that language from a French-born teacher in such an intricate subject as arithmetic.

The bi-lingual school in Ontario is a failure, and should be abolished. It must be admitted no person, guages and carry on successfully the work in all the grades of a public school. It is human nature for a French-born teacher who speaks English indifferently, to love his own language and to despise the other. If

the teacher is English the opposite is true. To the English child attending a bi-lingual school a great injustice is done. It is well known that children in junior classes derive a great deal of benefit from hearing the instruction given to senior classes. If such instruction is carried on in French, as is generally the case, he is deprived of this advantage. Owing to the love of the French-Canadians for their own language, and the spirit of nationalism, which was fanned by the Riel Rebellion of 1885, and has since become very strong under the leadership of Bourassa and other patriots, the parents of French children in the Eastern Counties of Ontario are willing to overlook defects in teachers, so long as they are Roman Catholic and will teach French. The French-Canadian school trustees decline to employ Protestant or even Irish Roman Catholic English-speaking teachers. It is very difficult to obtain the services of English-born teachers, who have been reared in French communities, and who are at the same time Roman Catholics. Consequently, the schools of Eastern Ontario are taught by most poorly qualified teachers. In one instance, a school in Glengarry is taught by a young French girl, whose only qualification is the fact that she managed to present a certificate to the Public School Inspector showing that she had passed the high school entrance examination!

Owing to the present condition of affairs, therefore, a great wrong is being done to the children, both French and English-speaking, of Eastern Ontario. The French-Canadians are sacrificing the future welfare of their boys and girls on the Bourassa altar of a ridiculous nationalism. The children of English-speaking parents in the bi-lingual schools of Prescott and Russell are also the victims of this intolerable condition of affairs, where the Ontario Education Department sees its rules broken with impunity and allows the Protestant minority to suffer. The only remedy is to enforce the educational law of this Province. The teachers in all schools, separate and public, ought to be properly qualified, and the Eng-

lish language should be effectively taught to the French-Canadians of Ontario, as it was taught to thousands of Gaelic-speaking children a generation or so ago. Bilingual public, secondary and normal schools will never be satisfactory to the people of this Province. If they are allowed to continue and are encouraged by the Education Department of Ontario, it will only be a question of time until the French-Canadians of Quebec will be masters of Ontario, and will drive the English-speaking Canadians before them. It is not too late to preserve Ontario as an English-speaking Province. The bi-lingual school has never been authorized by the law of Ontario. In a letter written December 4, 1871, Dr. J. G. Hodgins, the venerable authority on all matters of school law in Ontario, gave it as his opinion that "the teaching of French or the employment of French teachers in our public schools is merely permissive and not obligatory," and "this Department (the Education Department of Ontario), cannot interfere to compel the trustees to do either."

There are between 80 and 100 French-English schools, separate and public, in the united counties of Prescott and Russell.

The Secondary Schools of Prescott and Russell Counties

In the united counties of Prescott and Russell there are high schools in Rockland, Plantagenet and Hawkesbury, and a Collegiate Institute in Vankleek Hill. In 1907 continuation classes were taught in Public School No. 3, Longueil; No. 3, Cumberland; No. 8, Hawkesbury East; No. 10, Plantagenet North; Separate School No. 5, Clarence; Separate School, Hawkesbury.

The high school situation in these counties is interesting and worth careful scrutiny because of the constant aim of the French-Canadians of that section of

Ontario to make them bi-lingual institutions. Just as they have assumed control of primary schools and have made the French language predominant there they wish to Gallicize the secondary schools. We can best describe the situation by dealing with the schools individually.

The Rockland High School, in the County of Russell, was organized in 1905. From the time of its erection it passed into the control of the French Roman Catholic ratepayers. The chairman of the High School Board during these years has been the parish priest, Rev. Father P. S. Hudson. The Separate School of the town sent a representative to hold a seat on the board; the Public School Board considering it had the same privilege established by law did likewise, but were amazed when the High School Board refused to grant them representation. This discourtesy was shown to the Protestants in spite of the fact that they pay nearly fifty per cent. of the taxes which support the school. As might be expected, the Protestant ratepayers of Rockland objected to this treatment and brought the matter before the Department of Education, and ultimately before the courts. Here a decision was given against them owing to some technical phrase in the terms of the Education Act. Disappointed in this quarter these ratepayers, smarting from a sense of injustice, saw to it that the wording of the Act was changed at the last session of the Ontario Legislature. The Public School Board will, therefore, perforce, have a representative on the High School Board of Rockland in 1910. But for four years they have been denied this common courtesy by the Roman Catholic French majority. This ungracious behavior on the part of the majority of the High School Board, of which the parish priest is chairman, is characteristic of the treatment meted out to the Protestant minority of Rockland by that arrogant body.

The High School of Rockland is managed for the benefit of French Roman Catholics, and the Protestants are discriminated against. The High School Board is-

sues posters and stationery in which the institution is described as "a bi-lingual school." As might be supposed, more time has been given to the teaching of French than to any other subject. A glaring case of injustice and of discrimination against a Protestant has lately come to light. A young lady, whose father lives across the Ottawa River in Quebec Province came to Rockland to reside with her grandfather, a Protestant rate-payer of the town. She wished to attend the high school, and applied for admission. She was informed that she would be obliged to pay tuition fees amounting to two dollars a month, because her father resided outside the County of Russell. This fee was paid for some time. Then the brother of this young lady was advised by a Roman Catholic member of the High School Board to buy property in the town to the assessed value of \$150. If he would do that his sister would be entitled to free tuition. He acted on this suggestion, and, having bought the property, told his sister to pay no more fees. When the High School Board heard of this move they promptly declared that no free tuition could be granted unless her brother's property was assessed for at least \$300. Although she and her brother and her grandfather, and every Protestant in Rockland, were very much annoyed at this high-handed decision, the young lady in question again proffered the tuition fee of two dollars a month. The High School Trustees, however, with Father Hudson in command, were capable of going to extreme lengths to shut out this Protestant pupil, who was docile, intelligent and worthy in every respect. They now gave out their ultimatum that unless she paid a fee of ten dollars a month she would have to leave the school! She was, of course, obliged to leave the home of her grandfather and give up the course upon which she had entered. She went to Hawkesbury to attend the High School there, which is in the control of Protestants, and in that institution she receives free tuition! The Protestants of Rockland are still extremely angry over this recent case of tyranny on the part of the Roman

Catholic French High School Board. Things have certainly arrived at a pretty pass when such things can happen in Ontario!

The High School Board of Rockland belongs to the Church of Rome. The constant aim of the Board has been to engage a Roman Catholic principal. The first principal was a nominal Protestant, but attended the services of the Roman Catholic Church. The only other Protestant principal who has been employed by the Board was engaged because no properly qualified Roman Catholic was available, and he was discharged after a very short term of service for no good reason, and a Roman Catholic, the present principal, who speaks French as well as he does English, was appointed in his stead. Until recently Roman Catholic prayers have been used in the school. Roman Catholic Church holidays have been and still are observed by closing the High School.

The High School in Plantagenet is an institution of special interest because the Ross Commissioners in 1889 advised the Education Department to establish a model school in connection with it in order that French-born pupils might be trained to teach English efficiently. In view of the fact that French teachers are trained in this school, it enjoys a special reputation as a bi-lingual institution. The Rockland school yearns to be known as such, but it is shoddy, while the Plantagenet school is the genuine article. And yet, strange to relate, there has been of late a hot controversy raging in the columns of "Le Moniteur," the French-Canadian organ published in Hawkesbury. It seems that the French are not satisfied with the present principal of the Plantagenet High School, a bright young Irish Roman Catholic, a graduate of Queen's University. This gentleman does not elevate the French language to a sufficient pinnacle of greatness to please the eager and ambitious nationalists of Prescott County. The principal has his supporters and they have been writing to Le Moniteur affirming that plenty of attention is given to French. So the aims of the French people are thus openly aired

in the public press. Not very long ago an attempt was made to bring a French teacher from Quebec Province to adorn the staff of the Plantaganet High School, but the Education Department would not consent to this appointment, as the new man did not have the proper qualifications to teach high school in Ontario. There is no doubt, whatever, that the Plantaganet High and Model School has shown much improvement during the last two years since the advent of a competent principal. Fourteen or fifteen teachers are trained in this institution every year.

The High School situation in Hawkesbury is unique and of great interest to Protestants throughout Ontario. During recent years the population in this lumbering town of Prescott has shown a steady increase in the number of French ratepayers. The French population to-day numbers nearly 5,000, while there are probably not more than 600 or 700 English-speaking citizens. The great majority, therefore, are French Roman Catholics. In Rockland and Plantaganet the High Schools are in control of French Roman Catholics and are really Separate High Schools, but the Hawkesbury High School is attended by Protestant pupils, and a few Roman Catholics, and is supported wholly by Protestant taxes. For in Hawkesbury the French have no educational dealings with the English-speaking ratepayers. The large Roman Catholic Separate School in Hawkesbury cares for 1,200 pupils; there are only 200 attending the Public School. The High School of Hawkesbury stands in jeopardy; its very existence is threatened; the French majority would like nothing better than to see it abolished altogether. As it is, they have set up an illegal continuation class in the Separate School to cut off its legitimate supply of Roman Catholic pupil. It is, of course, illegal for a continuation class to be held or supported by public money in a village or town where a High School is already established, for this means unhealthy competition. (But the French-Canadians of Ontario have no scruples in breaking the school law when it suits the purpose

of nationalism or of the Church. In open violation of the law of Ontario the County Council of Prescott and Russell votes \$300 every year to the maintenance of the continuation class in the Separate School of the town of Hawkesbury. And the peculiar aspect of the situation is that the Protestants dare not protest against this illegal grant! To understand the situation it will be necessary to pass in brief review the history of the Hawkesbury High School.

This institution of learning was established some forty years ago, when the English-speaking inhabitants were numerous and the French were few. The site for the school was given by an English-speaking Canadian, and Protestant money built the institution. For thirty-five years it pursued its beneficent work, but five years ago it was destroyed by fire. It was insured for the sum of \$16,500, and the English-speaking citizens proposed to re-build it. The French were averse to this proposition. Although the French had now become numerous and in the majority in the town, few of their children cared to attend High School, and fewer still were encouraged to do so. It was looked upon by priests and French people as an institution which existed for the benefit of Protestants. So with these sentiments the French of Hawkesbury began to speculate how they could rid themselves of the burden of High School taxes. They discovered in the statutes of Ontario that there was only one way out of the difficulty, and that was to abolish the High School altogether. They also discovered the modus operandi to accomplish this unselfish purpose. A largely-signed petition was presented to the Town Council asking for the abolishment of the High School. As a result of this petition the Council passed a resolution favoring their petitioners' prayer that the High School should be abolished, and recommended the County Council of Prescott and Russell to take the necessary action. As there was only one Protestant on the Hawkesbury Council it was not a difficult matter to manage the affair. The County Council was also largely French, so the

Protestant supporters of the Hawkesbury High School had real cause for alarm.

When the question came before the County Council the Protestants of Hawkesbury found that there was only one way to save their High School, and that led through the valley of humiliation and compromise. The County Council, when the French were in the majority, were ready to abolish the High School, and they would have done so with great joy had not the Public School supporters of Hawkesbury agreed to pay all the Public and High School taxes, and to exempt the French Roman Catholic Separate School supporters from this burden altogether. So the County Council, satisfied for the time being by this concession, put their axe away and gave the High School a reprieve.

But the English-speaking citizens of Hawkesbury feel that it is only a reprieve that has been granted to them. They have been obliged to consent to the establishment of the continuation class in the Separate School. They have looked the other way when the County Council has made the annual illegal grant of \$300 to this bastard High School. They have gone still deeper into the valley of humiliation. They have been obliged to yield a mute consent to the paying of half their taxes, which belong of right to the Public School, by the Riordan Paper Mills Company to the support of the Roman Catholic Separate School. They have also groaned in spirit, but said nothing, when the French made the same demand and received the same tribute money from the large lumbering company of Hawkesbury.

In their desperate plight, however, and with the evidence of these illegalities and indignities in their hands the Protestants of Hawkesbury have gone both to the Ross and the Whitney Governments for aid. Members of the Cabinet, past and present, have been made conversant with the situation, and have been asked that a special Act be passed ratifying the present situation, and making it impossible for the French majority in the County Council to abolish the High School, which the

Protestants founded and which they have toiled for these forty years. They received a sympathetic hearing both from Mr. Ross and Mr. Whitney; they received sympathy, but neither Mr. Ross nor Mr. Whitney cared to legalize these peculiar local conditions, this illegal local arrangement. They were both afraid of creating a precedent which might bring upon them the wrath of Roman Catholics or Protestants in the future days.

So the situation remains at this time. The Protestants of Hawkesbury still hope that the Whitney administration will pass a special Act to the effect that where two-thirds or nine-tenths of the ratepayers of a High School district petition the County Council to exempt Separate School supporters from paying High School rates that the Municipal Council may be empowered to do so. This would be one way out of the difficulty. Perhaps it is the best way, maybe it is the only way, but at any rate it is a shameful and humiliating fact that Protestants are thus placed at the mercy of the French Tiberius. This is one of the side issues of the Separate School evil in this Province. Unless some remedy can be devised one of two fates is in store for the Hawkesbury High School:

(1) It will either be abolished by the County Council, and the building and property will be sold and the proceeds of such sale be divided between the Public and Separate Schools of the town according to the number of pupils attending each;

(2) Or it will pass into the control of Roman Catholic Church and the French majority, and be converted into a bi-lingual institution, a Separate High School like those of Plantaganet and Rockland.

Of these two alternatives the first is the more probable, and if such an event takes place the Separate School supporters of Hawkesbury will receive a large sum of money which originally came out of the pockets of Protestants, a benefit to which they have no moral right.

It is to be hoped, however, that the Protestant majority of this Province will come to the rescue of the

minority of Hawkesbury and avert such a shameful calamity.

The most important secondary school in the Counties of Prescott and Russell is the Collegiate Institute of Vankleek Hill. This school is conducted with the greatest efficiency, and would bear comparison with any secondary institution of its size in Ontario. It is educating about 65 town pupils and 80 scholars from different localities in the county. No tuition fees are charged to county pupils, or those from adjacent counties; a fee of two dollars a month is charged to pupils living outside the Province of Ontario. The High School tax falls heavily upon the ratepayers of Vankleek Hill, the largest of whom are Protestants, the rate being nearly six mills on the dollar while the same persons pay over six mills on the dollar to support the Public School. These ratepayers find it more and more difficult every year to support the Collegiate Institute, and yet, in spite of increasing taxes, the County Council, with its intolerant French majority, is cutting down the annual grant. The Collegiate Institute obtains an annual Government grant of \$1,200. The County Council is required to duplicate this and to add to it the full cost of the county's share of maintenance. So that the full amount coming from the Government and county would be \$2,400 plus \$700, equals \$3,100. The county is legally entitled to pay this amount of \$700. In June, 1909, however, the Council decided to pay the full amount less the Government grant, which meant that the Collegiate Institute would fall short in its cheque from the County Treasurer at least \$1,100. This resolution was railroaded through the Council by the French majority, and was so ambiguously worded that the Collegiate Institute Board was taken by surprise. When they learned, however, what the resolution meant, and in what a mean and underhand manner the deed had been done, they were very indignant. At the next session of the Council the Board waited upon the truculent Frenchmen and talked straight business to them. They pointed out that the ratepayers of

Vankleek Hill pay \$2,200 a year to the support of the school, more than they asked from the county, that the cost of educating each pupil amounted to \$28 per annum. They showed, also, that if the Council persisted in starving the Collegiate Institute, and the Model School in connection with it, that the county would be paying only half as much as the municipality, which was extremely unfair, in view of the fact that so many county pupils were in attendance at the school. Finally, they declared that if the Council held to their resolution to cut off \$1,100 from the Collegiate Institute, that the Board would be obliged to charge tuition fees to county pupils, which would cut them off, would also be forced to reduce the staff of teachers and to render the school much less efficient. The upshot of the matter was that the Council yielded to this pressure and restored part of their customary grant, but reduced their gift by \$400 per annum.

The hostility to the Vankleek Hill Collegiate Institute and to the Hawkesbury High School is not due to cheese-paring methods of economy; it arises from the French sentiment against all schools which they do not control and which do not magnify the French language. The French-Canadians of Ontario are anxious to have French primary schools, French secondary schools, and French model and normal schools. This is their ideal. The County Council of Prescott and Russell, where the business of all the committees is transacted in French, longs for the day when this dream will be realized. They foster continuation classes in bi-lingual schools, giving a grant of \$300 to the Separate School in Hawkesbury, and a grant of \$100 to each of the Roman Catholic Separate Schools, No. 6, Russell, No. 5, Clarence, and No. 6, Clarence. These continuation classes are really French Roman Catholic institutions, which keep pupils from attending the High Schools of the county where they might receive too much teaching in English, and might imbibe ideas inimical to their faith.

But the County Council has already undertaken a campaign to Gallicize the High Schools of the county.

On June 23rd, 1908, the Council adopted the following resolution:

"That this Council is of opinion that the usefulness of our High Schools could be greatly extended by the establishment therein, whenever desired, of bi-lingual classes as an integral part of the High School work. One of the objects being to afford all pupils an opportunity to acquire a knowledge of both the English and French languages;

"That we recognize that the lack of teachers skilled in both languages is a difficulty in the way of a speedy introduction of bi-lingual departments capable of carrying on instruction in the higher grades of High School work in both languages; but we feel that a commencement might be made in the lower grades with teachers possessing the qualifications now required of those who conduct continuation classes in the primary schools and progress might afterwards be made as teachers possessing higher qualifications become available.

"That we therefore recommend that the County Inspectors, Messrs. Summerby and Belanger, be requested to consider the suggestions here contained, and to report at next meeting their opinion thereon, and as to the practicability of carrying them into effect, and if they are considered desirable and practicable, to suggest the steps which in their opinion would be best calculated to have such changes made in the existing school regulation as may be necessary.

"We would also recommend that the Inspectors endeavor to ascertain, if they can, how far such movement would be co-operated in by the existing High School corporations in our counties and would further suggest that the representatives of municipalities in which High Schools exist also endeavor to come prepared at next meeting to give us some information on this last point."

It is evident from this resolution what the French-Canadians of Ontario propose to do. They wish to have bi-lingual High Schools, with the ostensible object of enabling "all pupils to acquire a knowledge of both

the English and French languages," but with the real motive of ousting the English scholars and the English language, and taking over the institutions into French and Roman Catholic control. In this resolution they have the assurance to propose that poorly qualified teachers of Public and Separate School continuation classes shall be promoted to positions in the High Schools, an absurd proposition, and flatly opposed to the school law of Ontario. But the French-Canadian is not a man to be balked by existing conditions or troublesome Education Acts.

The feelings of the Public School Inspector of the county, Mr. W. J. Summerby, when he received a copy of this resolution, may be better imagined than described. Mr. Summerby is an intelligent man, and he must have seen the absurdity—and the colossal impudence of the proposal, but as he receives his salary from this same County Council he must not think out loud; he must do many humiliating things, and often be blind in one eye if he would keep the peace between the French and the English-speaking population. The Inspector bravely struggled with this order from his French masters, and he framed a report which is quite a masterpiece in its way, for he has seemed to fall into line, while at the same time he weaves into his report some interesting facts regarding secondary education in Prescott and Russell. A careful reader can detect the minor chord in the Inspector's report. He is weary of the bi-lingual business; tired of dealing with poorly qualified teachers in the primary schools, and evidently considers that time alone, and a great deal of it, will be the only solution for the bi-lingual mess of inefficiency and discord. Mr. Summerby's report is here given in full, for it is really a pathetic document, and ratifies every word we have been saying regarding the educational conditions in these united counties.

After the usual respectful introduction the Inspector continues as follows:

It may be well for me in the beginning to state what

I understand is asked for, or rather what is meant by the term bi-lingual classes," the term used in the resolution.

I take it to mean that it is desired that there be in each of the High Schools of the counties a competent teacher whose mother tongue is French, or who is able to speak French as if it were his mother tongue and that the French teacher shall use the French language in teaching the French classes in reading, grammar, composition and literature.

A language may be studied for different purposes. It may be for its use in the business of life. In that case it must be studied in its spoken form as well as in its printed and written forms. In the High Schools of the Province French has usually been studied for a different purpose, for what may be called its cultural value. That is, to give the student the power to read and understand a French author, and thus to have access to another literature besides that of his mother tongue. But this is not all that is desired by the people of Prescott and Russell. We may need this, but we need besides the practical acquaintance with the French language; and to have this we must have teachers who can speak French.

The suggestions contained in your resolution appear to me to be quite practicable; and the proof that they are practicable is found in the fact that in two of our High Schools the French teachers do speak French while teaching the French subjects. At Plantagenet the trustees could not find a competent qualified teacher for this work, and on application to the Education Department special qualifications were procured for a French-speaking teacher. Similarly at Rockland, the French teacher was specially qualified for two years; but this year the trustees were so fortunate as to procure the services of a headmaster well qualified in French, one who, I understand, spent some time in France to qualify himself to speak the language.

From this it appears that all that is desired can be

obtained without any change in the existing regulations.

In Hawkesbury and Vankleek Hill, the conditions are not the same as in other High Schools. Very few French pupils attend these schools, and most of those who do attend are there more especially for the practice in English. There thus appears to be no great inducement for the authorities of these two schools to pay more special attention to French.

This is an age of specialists, of division of labor. It may be that the seemingly natural division of our High Schools into two classes, one class in which English is almost exclusively used, the other class strong in French, is merely a phase of this apparently universal tendency.

It has always appeared to me that the English-speaking people of the counties are making a great mistake by not having their children educated in French, especially on the conversational side. Similarly, I have thought that the French-speaking people might in years gone by, have taken more advantage of the education offered by our High Schools.

Of late years the French-speaking people have sent their children in increasing numbers to the High Schools at Plantagenet and Rockland, and we now have continuation classes at Hawkesbury, Embrun and Clarence Creek.

Our elementary bi-lingual schools will never do satisfactory work till we have a supply of properly educated teachers, fully competent to teach both languages; and this supply must come from our own people. Hence this movement of the people towards giving their children a higher education than can be acquired in the ordinary elementary school should be encouraged in every legitimate way possible. No doubt many would attend a continuation school at home who would not be able to attend a High School, the expense of the latter being greater than the parents could afford. I, therefore, think that your Council should be liberal in your grants to these schools.

These latter remarks will, of course, apply, as well, to the case of schools in the English-speaking parts of the counties remote from High Schools.

The most difficult case to deal with is the case of Hawkesbury, where the work is in a measure duplicated. It is to prevent duplication, and consequent waste of effort and money, that no grant is given for continuation work in municipalities where there are High Schools.

This rule works very well where the people speak one language, but as at Hawkesbury, where the question of the two languages arise, the problem is a more intricate one. It will take time to arrive at a solution satisfactory to all.

As a last thought I will say that I think the problem of the higher education in French would be solved if a number of our French-speaking young men would qualify themselves as High School teachers.

Your obedient servant,

All of which is respectfully submitted.

W. J. SUMMERBY,

P. S. Inspector.

L'Original, Oct. 14, 1908.

In conclusion, we might say, that the High Schools of Prescott and Russell will soon be as completely in control of an unreasonable and uncharitable French Roman Catholic majority as are the primary schools. The only redeeming feature of the situation is that the Education Department of Ontario insists upon a high standard of qualification for High School teachers, but the fact that two High Schools of the four are in the control of French Roman Catholics, and that the other two schools are fighting a losing battle against French meanness and aggressiveness certainly ought to stir up the loyal English-speaking people to devise some legislative remedy for such abuses and illegalities.