

local control, an exception has been made in regard to the common schools. (Hear, hear.) The clause complained of is as follows:—

6. Education; saving the rights and privileges which the Protestant or Catholic minority in both Canadas may possess as to their Denominational Schools at the time when the Union goes into operation.

Now, I need hardly remind the House that I have always opposed and continue to oppose the system of sectarian education, so far as the public chest is concerned. I have never had any hesitation on that point. I have never been able to see why all the people of the province, to whatever sect they may belong, should not send their children to the same common schools to receive the ordinary branches of instruction. I regard the parent and the pastor as the best religious instructors—and so long as the religious faith of the children is uninterfered with, and ample opportunity afforded to the clergy to give religious instruction to the children of their flocks, I cannot conceive any sound objection to mixed schools. But while in the Conference and elsewhere I have always maintained this view, and always given my vote against sectarian public schools, I am bound to admit, as I have always admitted, that the sectarian system, carried to the limited extent it has yet been in Upper Canada, and confined as it chiefly is to cities and towns, has not been a very great practical injury. The real cause of alarm was that the admission of the sectarian principle was there, and that at any moment it might be extended to such a degree as to split up our school system altogether. There are but a hundred separate schools in Upper Canada, out of some four thousand, and all Roman Catholic. But if the Roman Catholics are entitled to separate schools and to go on extending their operations, so are the members of the Church of England, the Presbyterians, the Methodists, and all other sects. No candid Roman Catholic will deny this for a moment; and there lay the great danger to our educational fabric, that the separate system might gradually extend itself until the whole country was studded with nurseries of sectarianism, most hurtful to the best interests of the province, and entailing an enormous expense to sustain the hosts of teachers that so prodigal a system of public instruction must inevitably entail. Now it is known to every honorable member of this House that an Act was passed in 1863, as a final settlement of this sectarian controversy. I was not in Quebec at the time, but

if I had been here I would have voted against that bill, because it extended the facilities for establishing separate schools. It had, however, this good feature, that it was accepted by the Roman Catholic authorities, and carried through Parliament as a final compromise of the question in Upper Canada. When, therefore, it was proposed that a provision should be inserted in the Confederation scheme to bind that compact of 1863 and declare it a final settlement, so that we should not be compelled, as we have been since 1849, to stand constantly to our arms, awaiting fresh attacks upon our common school system, the proposition seemed to me one that was not rashly to be rejected. (Hear, hear.) I admit that, from my point of view, this is a blot on the scheme before the House, it is, confessedly, one of the concessions from our side that had to be made to secure this great measure of reform. But assuredly, I, for one, have not the slightest hesitation in accepting it as a necessary condition of the scheme of union, and doubly acceptable must it be in the eyes of honorable gentlemen opposite, who were the authors of the bill of 1863. (Cheers.) But it was urged that though this arrangement might perhaps be fair as regards Upper Canada, it was not so as regards Lower Canada, for there were matters of which the British population have long complained, and some amendments to the existing School Act were required to secure them equal justice. Well, when this point was raised, gentlemen of all parties in Lower Canada at once expressed themselves prepared to treat it in a frank and conciliatory manner, with a view to removing any injustice that might be shown to exist; and on this understanding the educational clause was adopted by the Conference.

MR. T. C. WALLBRIDGE—That destroys the power of the local legislatures to legislate upon the subject.

HON. MR. BROWN—I would like to know how much "power" the honorable gentleman has now to legislate upon it? Let him introduce a bill to-day to annul the compact of 1863 and repeal all the sectarian school acts of Upper Canada, and how many votes would he get for it? Would twenty members vote for it out of the one hundred and thirty who compose this House? If the honorable gentleman had been struggling for fifteen years, as I have been, to save the school system of Upper Canada from further extension of the sectarian element, he would have found precious little diminution of power over it in this very moderate compromise. And what says the hon.