

ington) in that campaign. But I did meet the hon. member for North Toronto (Mr. Foster)—

Mr. SAM. HUGHES. I refer to Mr. McIntosh, who formerly represented Sherbrooke in this House.

Mr. LEMIEUX. I never met Mr. McIntosh on the platform. I spoke once in the county of Sherbrooke—

Mr. BENNETT. Hear, hear.

Mr. LEMIEUX. Yes, I spoke once in the county of Sherbrooke. And if the hon. member for North Toronto (Mr. Foster) then, I think, the member for King's, New Brunswick, were here, I would ask him to corroborate what I say. I spoke in English, but I never used such language as the hon. gentleman (Mr. Sam. Hughes) attributes to me. I would not dare to speak in that way in the province of Quebec—I should be afraid of being stoned by my fellow-countrymen if I did so. But I am sorry to see an ultra loyalist placing Great Britain behind the United States. It is the first time I have heard the hon. gentleman (Mr. Sam. Hughes) say such a thing.

Mr. SAM HUGHES. I was not stating what I heard myself. I said that the former hon. member for Sherbrooke, Mr. McIntosh had pointed his finger at the present Solicitor General and told him from his place in this House that, instead of being here and preaching loyalty he should be behind the bars of a jail for treason. These are matters for them to settle among themselves. I will proceed with the quotations I was giving from the presidents of the United States on the subject of common schools and public education. Millard Fillmore, the thirteenth president—1850-1853—said :

Our common schools are diffusing intelligence among the people and our industry is fast accumulating the comforts and luxuries of life.

And Andrew Johnston the seventeenth president—1865-1869—said :

Here more and more care is given to provide education for every one born on our soil. Here religion, released from political connection with the civil government, refuses to subserve the craft of statesmen, and becomes in its independence the spiritual life of the people. Here toleration is extended to every opinion, in the quiet certainty that truth needs only a fair field to secure the victory.

Let me commend the words of this distinguished president to the right hon. Prime Minister (Sir Wilfrid Laurier). These words of the different presidents show that, step by step, as the great republic advanced, as it became broader, stronger and more inclusive, it was able to assimilate more of the disinherited masses of Europe, even in their ignorance and filth. And there is one cause for this regenerative power of the United

States, a power that no other nation has been able to show. That power was due to the public school system of the United States. Ulysses S. Grant, the eighteenth president—1869-1877—said :

We are blessed with peace at home, with facilities for every mortal to acquire an education ; with institutions closing to none the avenues to fame, or any blessing to fortune that may be coveted ; with freedom of the pulpit, the press, and the school.

Rutherford B. Hayes, the nineteenth president—1877-1881—said :

To education more than to any other agency we are to look as the resource for the advancement of the people in the requisite knowledge and appreciation of their rights and responsibilities as citizens, and I desire to repeat the suggestion contained in my former message in behalf of the enactment of appropriate measures by congress for the purpose of supplementing with national aid the local systems of education in the several states.

The sanctity of marriage and the family relation are the corner-stone of our American society and civilization. Religious liberty and the separation of church and state are among the elementary ideas of free institutions.

They develop the individuality of the citizen, and we find in the history of the United States a struggle between the individual man on one hand and a control by corporations on the other. Benjamin Harrison says:

The masses of our people are better fed, clothed and housed than their fathers were. The facilities for popular education have been vastly enlarged and more generally diffused.

Another testimony to the upbuilding of a great people by the free public school, where Roman Catholic and Protestant, Jew and Gentile children sit side by side in the schools, never asking the question to what creed each belongs or what relationship exists between each one's conscience and his God, but all working together as Americans, or as Canadians, shoulder to shoulder in achieving the great destiny that is ahead of us. Wm. McKinley said:

A grave peril to the republic would be a citizenship too ignorant to understand, or too vicious to appreciate, the great value and beneficence of our institutions and laws, and against all who come here and make war upon them, our gates must be promptly and tightly closed. Nor must we be unmindful of the need of improvement among our citizens, but with the zeal of our forefathers encourage the spread of knowledge and free education.

Our hope is the public schools and in the university.

I may say that at the time these words were uttered a movement was going on hostile to the public schools, such as the movement we find now going on in the Dominion of Canada, and it was against this movement that President McKinley raised a warning voice, saying to people who came from foreign lands that they,