

conclusively that we are on the side of provincial rights, and I shall not attempt therefore to add anything to what he has said.

A public school system is no doubt an agent in the promoting of unity among our settlers, but there is another side to be considered. As I have said before, I belong to a church which has exerted itself to create a religious sentiment in the west, and I have given you from leading men in that church evidence to show that the schools, as they are now constituted in the west, are satisfactory to the people belonging to that church. For twenty years—and to that fact we should attach a great deal of weight—the man who took such an interest in education in the Northwest, Dr. Robertson, never said a word against the school system as it existed there in 1882. And if we read through the ordinances, we cannot but help coming to the conclusion that, from a Protestant standpoint, these schools are very much nearer a national system than they were even at that date.

Mr. BLAIN. Would the hon. gentleman be good enough to give to the House the name of any leading Presbyterian minister who has endorsed this Bill?

Mr. D. D. McKENZIE. Is the hon. gentleman looking for a living Presbyterian? I am alive and I am one.

Mr. T. MARTIN. My hon. friend knows as well as I do that he cannot get one out of ten Presbyterians who is not in favour of the Bill. I have a number of letters in my desk from Presbyterian ministers which, if they were not private, I would read to the House, in support of the Bill; and if the hon. gentleman thinks I am not stating what is true, I shall let him read them. I have also letters from Presbyterian ministers which I have been authorized to show to the right hon. the First Minister, in which they state they are heartily in sympathy with him on the school question. There is not one Presbyterian out of ten in the province of Ontario who will not stand up in favour of this measure. For the benefit of my hon. friend I may also state that these letters—and I have more if I wished to read them—are from members of the Presbyterian church—and not only members but elders. For my part, I cannot resent any one's desire to have his religious views taught to his children just as efficiently as arithmetic or geography. I am one of those who believe in having religion taught in the schools, and I would say in all earnestness that if forty per cent of the Dominion—or forty-one per cent to be more accurate—instead of wishing to have religion taught in the schools were in favour of ostracising religion from our schools—if forty per cent of the province of Ontario or of the Dominion were in that state of mind that they wanted their children to go to Godless schools, I would say: God help the parents! But because forty-one per cent of our people

are asking for separate schools in order that they may have their children taught their religion in those schools—and we know that unfortunately Protestants and Catholics cannot teach their respective religions together—I shall not be the one to raise my voice and hand against granting their wish. I say further, with all earnestness, that I trust the time is coming when the Protestants will unite and also plead for more religion to be taught in the schools. As we grow up in years, we see the other side of life and a great deal of it; and I tell you gentlemen it is a very serious thing, when we are raising our families, to know that they are not being raised in the fear of God. If we are to have good citizens and a great country, surely we must remember that righteousness exalteth a nation. But how can we have righteousness, if it is not taught to our children at every opportunity? I come from Scotland, where, in many of our schools, there was but very little taught besides the Bible and the Presbyterian Catechism, and I have yet to meet a Scotchman who is ashamed of himself and his education. Where will you find men better educated than the Scotchmen? I come from that country, and I feel that, as noble sons of Canada, we should imbue into our school system a little more religion. Perhaps our boys and girls might not have such an education as they otherwise would in some other things, but we know that the teaching of the Bible will impart to them a moral training which no other teaching can give. It gives them a training such as no other book can give. Why should we, a lot of intelligent men, spend weeks and weeks in this House discussing the question of whether we should try to deprive forty per cent of our people of the privilege of having religion taught in their schools if they wish it? I am speaking as a citizen of Canada and a member of parliament from the province of Ontario representing a constituency which I do not believe is equalled by half a dozen other constituencies in this Dominion. We have not only a country of which we are proud, we have not only land that cannot be beaten on the face of the earth for the production of the best articles of human food, but we have also a class of farmers in the county of Wellington who are known from end to end of this country. It is a pleasure to visit the homes of the farmers of Wellington county and to go about their houses and their farms. Their farms would stand comparison with some of the best farms in Midlothian, in Scotland; I have the honour of representing such a class of people, intelligent men, tolerant men, and a great majority of them Protestants, and I am not afraid to take the stand I have taken in this House. Or if the member for South York (Mr. W. F. Maclean) with all his challenges wishes to come up some night or some day I will see that the largest build-