

the slow increase in efficiency is due to the apathy of most of the members of the school board—too many of whom are unable to read—to the indifference of parents, to the miserable salaries paid to teachers, which make it difficult to obtain competent ones. . . . In one district, another inspector declares, where 166 schools were in operation, 38 teachers were without certificates, and 66 the year before. . . . Most of the teachers are entirely ignorant of the first principles of pedagogics, have no system in their work, and content themselves by making their pupils learn their books by rote. . . . The pupils recite their lessons fairly well, but without understanding their meaning. . . . As it is declared that the average salary to teachers is, in some districts, \$108 for ten months work, and as some must get considerably less than this, and as these small wages are not always promptly paid, it is not difficult to understand what is behind the teacher's indifference. . . . To put it briefly, the people, in too many cases, do not appreciate their duty to their children in the way of education. They are content to fit them to be hewers of wood and drawers of water for their more fortunate or better educated fellow citizens.

I am not going to say anything about that statement, further than that it comes from one of the inspectors of this educational system in the province of Quebec, and therefore I am not responsible for it. My hon. friend can read this over at his leisure. The right hon. gentleman who leads the government, when speaking on these Bills the other evening, said that we must not copy from the United States because they had a godless school system. Well, I will not say much about that. I am not very much of an imitator of the United States myself, but I look upon them as a very advanced nation, and a nation from whom we might take some good lessons. I have here a statement from an educationalist of some standing, Prof. Goldwin Smith, of Toronto, who has had experience not only in Canada but in the United States and England as well. What does he say about the United States:

In the United States the public school system serves the very special function of assimilating the alien elements introduced by an immense immigration.

Now this government pride themselves on bringing out a large immigration from the different parts of Europe; I do not wish to detract any credit from the right hon. gentleman and his government for that. These people are coming into Canada by thousands every year, coming from every part of Europe and settling in western Canada. Professor Goldwin Smith says that a uniform system of education such as they have in the United States is best suited to assimilate these different populations; and if that be so for the United States, would it not apply to Canada as well? That might be worth the consideration of the right hon.

gentleman and his government when they are deciding this question.

We have had some resignations from the cabinet in the last few years. The Minister of Public Works resigned during the last parliament, and the Minister of Railways and Canals left the government as well. These gentlemen differed from their colleagues on important questions and resigned their positions in the cabinet; they thought their differences were sufficient to justify them in resigning from the government. I have very little to say about these hon. gentlemen, they are not in the House, and therefore I will not say much about them. I will say, however, that the people of Canada were disappointed in that these gentlemen, after having left the government, did not go into the country and defend their principles which they considered were in the best interests of the people of this country. I think it was their duty to go before the electors and endeavour to uphold their views. But these hon. gentlemen did not do that. We have had another resignation within the past few days in the case of the late Minister of the Interior, who left the government upon this school question. He just stepped outside the cabinet, some people say he is going back into it. I know nothing about that; if he does, some hon. gentlemen on the other side will be very much disappointed, I am sure. The people of Canada expect better things from the hon. member from Brandon (Mr. Sifton). He had been fighting in opposition to separate schools in his own province of Manitoba, and he came down to Ottawa and entered the government of the right hon. gentleman. In the preparation of these Bills, he says he was not consulted on the educational clauses. Well, I have not much sympathy with the hon. gentleman on that point. He had been taking an active part in the preparation of the western country for provincial autonomy. When the hon. gentleman knew that these Bills were coming up to be considered in this House, it was his duty, as a representative of the Northwest, to see to it that the educational clauses were such as would be satisfactory to the western people, and if they were, I think they would satisfy his own views too. But he left them alone. He had entire confidence in the right hon. gentleman. But the right hon. gentleman rather disappointed him, because he introduced the Bill before the Minister of the Interior came back. Then when he looked at the clauses he said: I will leave the government. But the other night he gave an exhibition of coming back. He condemned the separate school clauses of the Bill, he says that separate schools were a bad thing in the province of Manitoba, and he did not support them very earnestly on the floor of the House the other evening. But, he says, rather than shake up this government any