

them but you have no right even to the half-hour of religious instruction because it is not laid down in the bond. It is not in the Dominion enactment, and we will withdraw that right from you. This enactment goes a little farther, because it refers to the ordinance which secures the right of religious instruction.

I would like my hon. friend to say if these words in any way affect his opinion with respect to the relative merits of the two sections?

Mr. BERGERON. I thought I had given my answer before. I do not suppose he wants me to say that I differ in opinion from my hon. friend from Jacques Cartier? I have given my opinion, I have said what I thought. If this clause 16, No. 1 had remained I would have voted for it, in fact I did vote for it, because it went far enough. The clause 16, No. 2, in my humble opinion, does not give anything to the minority, and I propose to amend it so that, to my mind at least, it shall say more clearly what it means. You cannot make any mistake if you take my amendment.

Mr. FITZPATRICK. We will have occasion to see that in a moment. I understand my hon. friend thinks that this second clause does not go so far as the first, that it falls far short of the first, and he wants to revert to 16, No. 2, by his amendment.

Mr. BERGERON. No, I go further than clause No. 1.

Mr. FITZPATRICK. The hon. gentleman's amendment reads this way:

Section 93 of the British North America Act, 1867, shall apply to the said province as if at the date fixed for the coming into force of this Act, the territory included in the said province already a province, the word 'union' in the said section meaning the said date.

Does my hon. friend think he conveys very much meaning in these words 'the word union in the said section meaning the said date?' If he had said the 'union at the said date' it would have been better.

The legislature shall have the right to pass laws with reference to education, but it shall always guarantee (a) the existence of separate schools—

How will the legislature proceed to do it?

Mr. BERGERON. I have not the advantage of being assisted, as the hon. gentleman is, by a lot of legal employees behind him. I concede immediately that my language is not perhaps what it should be, but surely he will give me the credit to admit that my meaning is there anyway.

Mr. FITZPATRICK. It may be there, but I cannot see it. He says it is much clearer than the first clause.

Mr. BERGERON. To my mind it is. You can play on words in the second clause, but you cannot play on the meaning.

Mr. FITZPATRICK. Unfortunately for the hon. gentleman, in legislation, words

are intended to convey a meaning; we can only gather the meaning from the words.

Mr. BERGERON. If my amendment carries, we will go to the Department of Justice and with the help of my hon. friend we will make a clause that will be well worded.

Mr. FITZPATRICK. The material is not there for the purpose. His amendment goes on:

(a) The existence of separate schools and their enjoyment by the minority, Protestant or Catholic, who may claim them; (b) the effective control of said schools in matters of teaching by the said minority; (c) the full liberty for the majority in any school section to have such school as it may desire.

Mr. BERGERON. Clause 16, No. 2 prevents them from having such schools as they may desire.

Mr. FITZPATRICK. What provision does the hon. gentleman make for the collection of rates and assessments for the support of his schools by his clause? Are there to be any rates paid for the maintenance of these schools?

Mr. BERGERON. We understand that.

Mr. FITZPATRICK. Where?

Mr. BERGERON. The whole system of schools exists already in the Northwest Territories. We do not want to take away from the minority any of the privileges they enjoy to-day. I say in my amendment:

The equitable and proportionate distribution between the majority and the minority of all moneys appropriated for education.

You cannot make it clearer than that.

Mr. FITZPATRICK. My hon. friend does not realize—

Mr. BERGERON. My hon. friend has nothing to say in defence of his own amendment and therefore he has to talk about mine.

Mr. FITZPATRICK. My hon. friend does not realize that this specifies that the school law—

Mr. BERGERON. I did not expect such a success as that which I have achieved with my amendment.

Mr. FITZPATRICK. I do not think my hon. friend did expect success. I do not think he had any conception of what was involved in his amendment. My hon. friend does not realize that this specifies that the laws providing for the collection of these rates are to be superseded by this amendment.

Mr. BERGERON. I think I am qualified to be Minister of Justice later on if I can frame a law which cannot be understood by my hon. friend.

Mr. FITZPATRICK. I do not think my hon. friend need consider it a great feat to