

I would like, Mr. Speaker, to refer to a remark made by the hon. member for Jacques Cartier (Mr. Monk). That hon. gentleman said that the Finance Minister was a good swimmer, but that he had to be thrown into the water. The ex-Minister of the Interior, I understand, is also fond of the water. When he resigned his seat he was pulling with both oars to the rescue of provincial rights. He started up stream with his faithful band of Northwest members, the people on the shore applauding; but soon the clouds began to lower, the ex-minister and his companions began to weary in well doing, very soon they began to pull with one oar taking back water with the other, and the only excuse the ex-minister, the captain of this brave enterprise, had to give us was that there must be peace, and the adventure, if carried out, might cause mutiny amongst the crew. Peace! Mr. Speaker, Peace! That hon. gentleman, by his actions, has done more to create disturbance in this country than any other man has ever done on the floor of this House. Had that hon. gentleman been true to his principles, had he advocated those principles, and had the Northwest members stood true to him, he, along with the Finance Minister, and the men from the east, could have held up this government and forced them to eliminate those educational clauses from the Bill. Sectarian peace! Is it true that we cannot have sectarian peace unless separate schools are forced on every province in this Dominion? There was peace in Manitoba before this Bill was brought down, peace in New Brunswick, Nova Scotia and British Columbia. Sectarian peace! Where do you find it so complete as in the United States, where the children of all creeds study side by side in peace and harmony? We are asked to vote for these clauses in the name of peace and harmony, without which we are promised endless trouble. If the government will blot out these educational clauses they will take an advanced step towards sectarian peace in the Dominion of Canada.

When the Prime Minister compared Canadian observance of law and order with American laxity, he implied that the latter was due to the national school system of the United States. The right hon. gentleman must be aware that the public schools of the maritime provinces, Ontario and British Columbia are schools where children do not receive religious instruction, therefore his argument in that particular falls to the ground. It has been my privilege to investigate some of the public schools in the State of Pennsylvania, and I am glad to say they are far from being godless schools. The teachers are of the highest moral standing, their salaries are far in advance of what is paid in this country, the laws of Pennsylvania forbidding a teacher to be paid less than \$550 per annum. The qualifications required are most exacting, and the standard

set for a public school teacher is the highest, the most advanced, of any country in the world. I have often felt that Canadians might learn a great deal from the manner in which patriotic principles are instilled into the hearts and minds of the children of the United States. To my mind the children in the schools of this country are neglected in this respect, sufficient pains is not taken to instill a patriotic spirit into their hearts and minds.

We have had statesmen and warriors that might well be held up as men worthy of being copied, and if that is not sufficient we can go to the mother country where hundreds of men are worthy of being emulated in the schools of this fair land. The patriotic songs that we have in Canada are not sufficiently sung in the schools of this country, and I believe that the time is coming when the people of Canada will realize that we must give more attention to the cultivation of these patriotic sentiments in this Dominion. When in the early and impressionable years of childhood Protestant and Catholics, Jews and Galicians, Doukhobors and foreigners of all kinds go to the same school, are taught the same language, learn the same lessons, play the same games and are forced into the rough and ready democracy of boyhood and girlhood to take each at his or her true worth, it is not easy later to make the disciples of one creed persecute those of another. The common school is the place where true patriotism is engendered and common lessons of free citizenship in a free country are germinated and matured. The premier inferred that the United States schools are the causes of divorces, murders and lynchings. We might ask him why divorces, murders and lynchings are not prevalent in Nova Scotia, New Brunswick, Prince Edward Island, Manitoba and British Columbia; five out of the seven provinces have to a great extent the same national school system as they have in the United States. We are nation builders; let us look ahead. The questions before us are of an extremely important character and will stand the fullest discussion. The government are enacting legislation containing a vital principle and the press and people have spoken in no uncertain tones against the separate school clauses being embodied in this Bill. If special privileges are granted to denominational minorities in the new provinces by the British North America Act, why is it necessary for parliament to enact legislation to endow them with that privilege? Why does this government try to lead the people to believe that the Territories to be created are already provinces before they are taken into the union when, as a matter of fact, they are not, and why does the government say that the expression 'the union' in the British North America Act must mean when the Bills come into force? Reformers have said in years gone by that there is no coercion under Laurier. Now the mask is