

the provincial legislature in respect of public schools.

I have read this article from the *Toronto 'Globe'* because it describes the schools that are in existence and will be in existence under this Act, as completely as it is possible to describe them. The hon. member for East Grey will notice that the editor of the *'Globe'* believes exactly as I do, that under this Bill the provincial authorities will have power to enact other laws in amendment thereof or in substitution therefor, and he says:

The schools will be completely under government control and the government will exercise complete control over the administration of both classes of schools.

That being the case, what possible objection can there be to a system of that kind where you have the schools administered all by one member of the government, the regulations the same, the qualifications of the teachers all the same, the instruction the same, the text-books the same; except that for half an hour at the end of the school day there may be religious instruction. In every possible way these schools are public schools and the member for East Grey cannot point out one single difference between the so-called separate schools and the public schools.

Mr. SPROULE. Is the hon. member (Mr. Campbell) not aware of the fact that the text-books are not all the same, but that there are two of the series which are optional with them and which they may use, or take two of the text-books of the separate schools in Ontario instead? Surely the hon. gentleman is aware of that?

Mr. CAMPBELL. That does not matter because the text-books are all selected by the Commissioner of Education in the Territories, and if the provincial government chooses to make separate text-books that is their own business.

Mr. SPROULE. That is not the point. The statement of the hon. member was that the curriculum is the same, the text-books all the same, the regulations all the same and the inspection the same, I have shown that they are not all the same.

Mr. CAMPBELL. They are all sanctioned by the Commissioner of Education. For my part, if the provincial government chooses to restore the old system of separate schools let them do so, but what I say is that by this law we are placing it entirely in the hands of the provincial government to do as they please; to establish any separate schools they like, and if they choose to select separate text-books for the minority schools that is their own business and we have nothing to do with it. But we stand squarely on provincial rights. What would happen, Mr. Speaker, if we were not to adopt this legislation, but if instead we adopted the amend-

ment proposed by the hon. leader of the opposition? In my opinion that amendment would fasten for all time to come a system of separate schools upon the Northwest Territories that the people do not want, that they abolished fourteen years ago. The hon. gentleman proposes to leave this matter subject to the British North America Act. Now, what does the British North America Act prescribe? Section 93 reads as follows:

In and for each province the legislature may exclusively make laws in relation to education—

If it stopped there, it would give the provinces full power over education; they could do as they liked; but it goes on to say:

—subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the union.

Now, it seems to me that if we simply adopted the British North America Act, we would restore the system of separate schools that was granted to the Northwest Territories in 1875, that they found unworkable, that they did not like, and that they abolished fourteen years ago. I am totally opposed to the restoration of that system. It would create confusion. Many of my friends may differ from me in this respect; but in my opinion it would re-establish that system of separate schools, and as a Protestant I believe it would be the worst thing that could happen to that great Northwest if the system of separate schools which existed from 1875 to 1891 were re-established.

Mr. SPROULE. What about the last clause of the amendment which says that they shall exclusively make laws in regard to education?

Mr. CAMPBELL. I thought I had dealt very fully with that. If the hon. member has not read it, he had better read it. That is my objection to the amendment proposed by the leader of the opposition. I take it that every legal gentleman in this House will admit that when we have once passed this Act and granted the new provinces a constitution, our powers are exhausted. Whatever system we give them shall remain; and my objection to the amendment of the leader of the opposition is that immediately you adopt it, you fasten for all time on the people of the great Northwest a system of separate schools that they do not want, that they abolished fourteen years ago. The Act now before the House is as plain as the English language can make it—that we are simply legalizing the law that they now have in force, and that they have had in force for fourteen years; a law that every man from the Northwest says is an