

ritories to discharge the functions of the commissioner of education for the time being, shall preside.

The department shall have the control and management of all kindergarten schools, public and separate schools, normal schools, teachers' institutes and the education of deaf, deaf mute and blind persons.

Therefore, the board of education has control over separate schools. And what has the board power to do?

The commissioner, with the approval of the Lieutenant Governor in Council, shall have power to make regulations for the department.

For the classification, organization, government, examination and inspection of all schools hereinbefore mentioned.

That is to say, of public schools and separate schools.

For the construction, furnishing and care of school buildings and the arrangement of school premises.

For the examination, licensing and grading of teachers, and for the examination of persons who may desire to enter professions, or who may wish certificates of having completed courses of study in any school.

For a teachers' reading course and teachers' institutes and conventions.

To authorize text and reference books for the use of the pupils and teachers in all schools hereinbefore mentioned.

Then my hon. friend quoted section 41 as giving the same privileges to separate schools as given under the law of 1875. My hon. friend sees there is a great difference. Under these ordinances the minority have no longer the power to establish such schools as they see fit, they may only establish such schools as the Board of Public Education sees fit. Therefore there is a great difference. When it comes to the matter of religious instruction, however, here is what the law says:

No religious instruction except as herein-after provided shall be permitted in the school of any district from the opening of such school until one-half hour previous to its closing in the afternoon, after which time any such instruction permitted or desired by the board may be given.

Then when it comes to half-past three, in every school, whether public or separate, the board may provide for such religious instruction as they want. The state does not follow education beyond that point. The state concerns itself only with secular education. Therefore I say again, section 29 has made a difference in the law of 1875. And here again I say that my fellow co-religionists have made a great sacrifice. It may not perhaps be a great sacrifice of power. In his opinion they may not have made such a sacrifice, but in their own interpretation of the law, they made a sacrifice, and therefore it is that we are asking for this safeguard to our co-religionists.

Mr. R. L. BORDEN. I would like the contention of the right hon. gentleman

made perfectly clear. He has referred to the right of the majority to establish such schools therein as they may think fit, going back to the argument made by the Minister of Justice this afternoon. He has also referred to the Act of 1875 as possibly providing that there should be a separate board of education, or a separate board of control. Now what does he mean? Let us not confine ourselves to vague expressions—what does he mean? Does he mean that a majority of the ratepayers in any district could, under the Act of 1875, make laws absolutely with respect to schools to be established in that district, making regulations with regard to pupils, and who should be admitted? Could they establish religious tests? Could they make provision as to text-books? Could they declare that certain children should not be admitted to the schools? Could they do everything that is embraced in the expression 'pass all necessary ordinances in respect to education'? Or does my hon. friend mean that under the Act of 1875 majorities could not do this, but that there was to be a separate board of education, a separate board of control in respect of separate schools? The two propositions are absolutely distinct. We have already had one this afternoon. My right hon. friend, while apparently adhering to that puts forward another view as to a separate board of education. What is the position of the government with regard to that when they come to define the difference between section 16, No. 1, and section 16, No. 2, because it is a very important point.

Sir WILFRID LAURIER. The position of the government is this: that the minority claim that under the Act of 1875 they had the right to select their own text-books. They claim also, as the correspondence of record will show, that they have a right to separate school boards. They have that or they have not, and in order to make it absolutely sure, we have abandoned that clause and taken the other.

Mr. R. L. BORDEN. I asked my right hon. friend one question and he slipped away very conveniently to another. The words 'as they may think fit' do not occur in respect to minority separate schools. Does not the right hon. gentleman remember the section? I asked him a very distinct question as to the meaning of the words 'such schools therein as they may think fit.' These words do not occur in connection with the provision for minority schools, but they do occur in connection with the provision for majority schools, about which the right hon. gentleman was speaking. When I ask him about that, he leaves that part of the section and goes to the next part of the section, which does not contain these words at all.