

only legalizing this school system that has been in force for fourteen years, and which has worked so well in the Northwest, but they are giving and wisely giving, in my opinion, the power to amend, to change, to alter, to substitute other Acts for this as time rolls on, and therefore I say that there could be no better system than this that has been established. In this connection I want to refer our hon. friends on the other side—

Mr. SPROULE. I would like to ask the hon. Minister of Justice (Mr. Fitzpatrick) or the right hon. Prime Minister (Sir Wilfrid Laurier) whether they agree with that interpretation of the law.

Mr. CAMPBELL. Well, the Act is there. We have the plain meaning of it. Our Conservative friends are very anxious and very willing to quote the 'Globe' newspaper. They seem to be greatly interested in what the 'Globe' says. I think they have fallen in love with the 'Globe.' I hope they will continue that good feeling. The 'Globe' is a powerful newspaper in this land. The 'Globe' is doing a wonderful amount of good to the people of this country in diffusing information, and although I do not always agree with the 'Globe' and although I do not agree with the editor of the 'Globe' in the view which he has taken of this question, yet I recognize the 'Globe' is a powerful organ in this Dominion. As I said before, our friends have frequently quoted the 'Globe.' Now, I take very great pleasure in quoting the 'Globe' also, and I commend the words of the 'Globe' to their serious consideration and I hope they will profit by them. In its issue of March 21st, 1905, the 'Globe,' after publishing the amended clauses proposed by the Prime Minister, goes on to say:

In effect these amendments leave to the new provinces the same educational laws as they have to-day subject to such provincial legislation as the provinces themselves may from time to time enact.

I commend that language to the hon. member for East Grey (Mr. Sproule) and I read it again for his benefit.

Mr. BARKER. The hon. gentleman (Mr. Campbell) is reading from the 'Globe' but I would like to know whether he has ascertained from the leader of the government whether that is what is intended by the educational clauses of the Bill as now before the House?

Mr. CAMPBELL. It seems to me that the amendments before the House are so plain and so easily understood that the wayfaring man though a fool may not err therein. The 'Globe' article goes on to say:

The existing territorial law is found in the schools ordinance of the Territories, being chapter 29 referred to in the amendments pas-

Mr. CAMPBELL.

sed in 1901 as a consolidation of previous legislation. All public schools and all Protestant or Roman Catholic separate schools in order to be recognized at the hands of the provincial government must conform to the public school law. Under these amendments no schools not conforming to the Territorial law as it is to-day, or to the provincial laws which the new provinces may from time to time enact—

It seems that they have power to enact new laws.

—will be entitled to state recognition. Thus all separate schools under the proposed amendments must be conducted in strict accordance with the provincial legislation from time to time in force if they are to receive any state recognition.

In detail, the school ordinance, chapter 29, enacts that all public schools or separate schools shall be under state control. The government prescribes the examination requirements for teachers, and is the only body authorized to issue licenses to teach. It also selects the school books, provides for government inspection, and generally exercises complete control over the administration of both classes of schools. The law does not permit religious instruction to be taught in either school during school hours, but any schools may be opened in the morning by the reading of the Lord's prayer. Thus it will be seen that the separate school teachers are required to pass the qualifying examinations, as are public school teachers. The school books are the same in each case. The schools are opened in the same manner, are subject to the same inspection, and must come up to the same standard of efficiency. The teaching day ends at half-past three. Then, and not till then, is any religious instruction permitted. Thus it will be seen that during school hours in no respect does a separate school differ from a public school.

If it be a Protestant separate school attended also by Roman Catholic children the latter are entitled at half-past three to withdraw from the school if their parents or guardians so desire it. If it be a Roman Catholic separate school, the Protestant children at half-past three are in like manner entitled to withdraw, and thus for one-half hour after school closing religious instruction may be given in the school building. This class of school being wholly under state control is really misnamed a separate school, for during school hours it differs in no respect from a public school. A more correct designation would be to call this class of school a Protestant public school or a Catholic public school rather than a separate school, there being nothing in its administration to prevent the youth of all denominations attending any one of these classes of schools.

Under the existing school law of the Territories, these various schools thus organized in compliance with the requirements of the Territories, being engaged in public school work in accordance with the terms of the ordinance, share ratably in public grants, but no school is entitled to aid unless it is organized and conducted in strict accordance with the public school ordinance. The proposed amendments leave the financial question as it is to-day, that is, no discrimination in the granting of public aid against any class of school, be it public school or separate school, a Protestant public school or a Roman Catholic public school, provided always that it conforms to whatever may be from time to time the law of