

remarkable and I felt that I should take the first opportunity of giving my views upon that. What I find in the province of Manitoba, since the school agitation, is that the teaching of the Bible has practically ceased in our public schools, a position that I cannot agree with at all. The Bible, I believe, is the foundation of the nation's character and individual's character. Some like to teach it and explain it in accordance with their religious ideas; other object to the use of the Bible as a text book at all; that may be all right, but at any rate for the nation to entirely ignore the Bible in its national institutions where the education of the children is concerned is wrong. The principle in England is, there is a system of voluntary schools and a system of board schools. The voluntary schools are supported by those who wish to give their children a training in a particular line. The board schools have to submit to the curriculum provided by the government. The education is excellent and the training is excellent in the board schools and it has to be up to a certain standard in the voluntary schools. The government gives a parliamentary grant to the board schools, which are also supported by rates, and, in addition to rates, the government gives a grant. The voluntary schools are supported by voluntary subscriptions and fees, to which the government also adds a grant, so that those who approve of these schools are supported to a certain extent, in keeping their children in lines in which they think they ought to be taught, while those who prefer to send their children to the board schools where the education is excellent, are supported by the rates and by government grants. They are free schools, with the rates and the parliamentary grant. I should like to give an idea of the amount that the British government grants in the way of supporting education. Taking the year 1895, it was \$35,000,000. The total cost of education is \$55,000,000. The government grant is one pound eighteen shillings per head, and the rate is two pounds five shillings and five pence. The number of children that are being taught is 5,000,000. They have increased from two and a half millions in 1870, when this law was introduced by Sir Edward Foster, up to five millions to-day. In 30 years the increase of school population in England has come up to five millions daily attendance within a small fraction of the total. When such a

system produces that result, and the total population of England are educated either at these board schools or at these voluntary schools, and the system works smoothly and does not operate injuriously in any shape or form, it must be effective. The only fight they have had has been over an attempt to introduce into board schools not only the teaching of the Bible but religious teaching. However, the people are determined not to allow religious teaching to enter into the national schools and make it a bone of contention. Those who desire to educate their children in the way I speak of have the voluntary system, which is very largely assisted by parliamentary grants. I only give these facts and figures for public consideration and I feel myself that, while there is a difference between denominations as to the methods which should be adopted in teaching children, out of which arose the troublesome school question which, I am happy to say, has been cleared off the political slate as it existed, still there is continuously an effort being made to do something else than what we are called upon to do. The true position for the Canadian people to take is to make the Bible, where these difficulties do not present themselves, a part of the national education of children, and it would not be at all out of place if the parliament of Canada, out of its revenues, when there is a redundancy of revenue, were to assist the voluntary schools in order to remove the political obstacles that appear to be perpetually cropping up in our educational system. I take pleasure in explaining the interest it afforded me in visiting the schools in England for the purpose of finding out the facts I have given to you. I will not impose any more upon your time. I thank you very much for the patient hearing you have given me, but the subjects, you will acknowledge, are exceedingly important. I shall move the amendment that I spoke of.

Hon. Mr. McCALLUM—Move it tomorrow.

Hon. Mr. BOULTON—Will it be in my power. (Cries of now, now.) I move my resolution expressing regret that the imports of this country have not kept pace with the exports.