

THE MANITOBA SCHOOL QUESTION

Full Report of Mr. Bodwell's Magnificent Speech on Thursday Evening.

Treatment of the Subject From Legal and Constitutional Points of View.

It is Clearly Shown That Remedial Legislation is Coercion and Nothing Less.

Privy Council Did Not Order That Separate Schools Should be Restored.

Its Judgment Distorted by Bowell Government for an Unworthy Purpose.

Following is a full report of the speech delivered by Mr. E. V. Bodwell at Thursday evening's meeting in the Victoria theatre:

I am duly impressed with the importance of the occasion which has called together such an innumerable number of large and small citizens of Manitoba. It is always an event of great importance in the history of a free people when its electors assemble to discuss the duties of its government and to determine the system which shall shape the future administration of its public affairs. It is of the essence of our British constitution that its executive body should be chosen directly by the people, and that it should formulate and carry into practice the wishes and conserve the interests of the majority of the people. To that end it has been enacted that every man who is a British subject, and who is possessed of any substantial estate in the country, shall have a voice in the election of those who shall direct the course of public affairs. I say, therefore, that this exercise of the franchise is the highest and most important prerogative of our citizenship, and it becomes the duty of every citizen to exercise the greatest pains to inform himself of the political condition of the country's affairs in order that he may cast his ballot with an intelligent apprehension of the trust which is vested in him. It is impossible, therefore, to overstate the importance of these meetings of the electors. It follows, also, that the questions which then arise for discussion should be viewed from the highest standpoint, and that all appeals to passion or prejudice should be as far as possible discouraged. We should never forget that we are engaged in a very serious business, which is greater than the personal ambition of any individual, and far reaching in its effects to the country as a whole. In its effects it is a combination of mere politicians. (Applause.)

It also goes without saying that any party who ask to be entrusted with the administration of affairs should be able to expound their policy upon substantial and convincing grounds, and that if they fail to do so, the wisdom and expediency of their plans, then, sir, I say that they have no claim to exercise the powers which they seek to obtain, and no right to the confidence of the people. It is upon this proposition that the Liberal party take their stand to-day. (Applause.) They assert that the platform which they have adopted is the one best calculated to advance the prosperity of the people of the Dominion as a whole, which will develop the great natural resources comprised within its borders, which will open a market for its productions among the great commercial nations of the world, which will justify with the various racial elements comprising its diversified population, combining them into a united nation, so that from the Atlantic to the Pacific there shall be found in this country a prosperous, contented people filled with a profound respect for the free institutions of their country and glorying in the traditions surrounding that grand old flag of our fathers, which for so long a period has been the envy of our enemies, and has surrounded and protected the lives and liberty of its adherents. (Cheers.) I repeat that the Liberal party claim to be able to establish the soundness of this policy upon reasons which will be convincing to the mind of every fair minded man. (Applause.) To that end throughout the length of Canada some of the foremost of its statesmen have been engaged in preaching this doctrine to the people, and if on our part here, in the city of Victoria, we shall succeed in convincing you to that effect, we contend that, not as a matter of favor to the party to which we adhere, but as a mark of personal regard to the individual who is our candidate, however worthy he may be to that distinction, but as a duty which as citizens of Victoria, part of the commonwealth of a self-governing people, and to yourselves, that you should favor with your vote, influence the policy which we advocate. As Liberals we are ready to stand or fall on that ground alone. We make no appeals to passion. We ask no partisan support. We seek to convince you in reason. We invite the fullest and freest discussion of every principle which we advocate, and we look for no success which is not founded upon the result of sound argument and convincing proofs. (Cheers.)

The present contest brings the policy of the two parties into contrast in one striking particular. The Liberal party have always insisted on the autonomy of the provinces; the Conservative party,

on the other hand, have always favored a policy which would centralize the power in the Dominion government, and the chief battle ground on which these contests for provincial liberty have been fought has been the province of Ontario. All this is founded in the scope and object of the B. N. A. act, the written constitution of the country. It was the design in that act that in all matters of local concern the legislative assembly, elected by the people of the province, and whose members understand their needs and requirements, should be unquestioned in its authority. (Hear, hear.) But that authority has been encroached upon more than once, and it was in the premier province, Ontario, headed by that veteran and valiant statesman, Sir Oliver Mowat, that these encroachments have been successfully resisted time and again. (Cheers.) The record of these struggles has been one of success from the beginning. (Cheers.)

One of the subjects relegated by the B. N. A. act to provincial control is that of legislation respecting education. It is a well known fact that the province of Manitoba in pursuance of the authority of the statute, passed certain legislation in the year 1890. A very heated controversy arose, and the matter was brought into the court, and was carried from court to court until it reached the court of last resort. There were two decisions of the privy council on that subject. At last it was established that the minority had a right to appeal to the governor-general-in-council, and thereupon the governor-general-in-council passed the remedial order, directing the province of Manitoba to enact a measure re-establishing a system which they had found to be bad and unworkable. The province suggested a commission to investigate the facts. The federal government said: "We will have no commission; you shall pass the legislation that we direct or we shall call our own parliament and enact such legislation as we see fit." The province declined to follow the federal government in that policy (applause), and in consequence of that Col. Prior has been offered and has accepted a position in the government, and by such acceptance has pledged himself to carry out that policy. Therefore, that question has become a direct, living issue in this contest. (Hear, hear.) It is brought before the people in a manner that questions of that kind seldom come before the public.

The question is not a religious one. (Hear, hear.) It is a question of politics. It is a question of expediency; one of debate between two classes of people that are found in every province, those who believe in sectarian education in the public school and those who do not. That is the whole question (applause) after it has been stripped of all its sophistry; and, in the ordinary course of things, and in accordance with the universal rule that governs British law, this is pre-eminently a question in which the majority should rule. (Cheers.) The position of affairs, as a matter of history, is this: Prior to confederation there were no public schools in Manitoba; that is to say, there were no public funds devoted to the maintenance of public schools. There were schools in Manitoba belonging to the Church of England, the Presbyterian church and Roman Catholic church, but they were supported by the voluntary contributions of these denominations. When the B. N. A. act became law, certain provisions in the act were made with respect to education. It was also part of the act that in case any legislation was enacted to take away privileges established by law in any province, then the people affected should have the right to appeal to the governor-general-in-council. When Manitoba came into the Dominion, these provisions were adapted to the circumstances, except that there were added to the words set out in the B. N. A. act, "by law," the words "or practice."

THE FIRST LEGISLATION.

The sections of the Manitoba act read as follows: In and for the Province the said Legislature may enact laws in relation to education, subject and according to the following provisions: (1) Nothing in such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law or practice in the Province at the Union.

(2) An appeal shall lie to the Governor-General in Council from any Act or decision of the Legislature of the Province, or of the Provincial Council, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

(3) In case any such provincial law from time to time seems to the Governor-General in Council to be in violation of the provisions of this section is not made, or in case any decision of the Governor-General in Council on an appeal under this section is not duly executed by the proper provincial authority in that behalf then, and in every such case, and as far as the circumstances of each case may require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section, and of any decision of the Governor-General in Council under this section.

As remarked before, there was no public school system in Manitoba at that time, but immediately after confederation, in the first session of the new legislature statutes were passed relating to public schools, establishing a system of denominational schools—rather more, a system of separate schools in the sense in which we usually use that word. They provided for a board of education composed equally of Protestants and Catholics; the superintendents of these school boards were until the highest divisions were reached by the scholars. In divisions 2, 3 and 4 the only history taught was that of the old and new Testament; in the 5th division Canadian history under the French regime only; in the 6th division British Canadian history; and in the 7th division the history of the province from the first time in the school course, and it was not until the 7th division was reached that the child learned anything of English history.

There were some returns made to the Manitoba legislature showing the results of that system. In 1889 there were 45

schools, seven of which had pupils in the 6th and 7th divisions, and three schools had pupils in the 7th division, and out of the total 48 schools there were only 14 pupils in the 7th division. In 1888 there were 60 schools, eleven of which had pupils in the 6th and 7th divisions, and out of all there were only 13 pupils in the 7th division. In 1889 there were 93 schools, eleven of which had pupils in the 6th and 7th divisions, with a total of only 28 pupils in the 7th division. Outside of Winnipeg and St. Boniface there were only 10 pupils reported in the 7th division in 93 schools.

Even in the divisions in which history was taught the text books were the works of French authors who were not friendly to the British people or British institutions. A glance at the questions for the examination of teachers will show the necessity that existed for a change. From 1880 to 1884 the questions asked were identical. In 1880-1-2 the only question there was asked in English history was "Relate the conquest of England by William the Conqueror." (Laughter.) In 1883 and 1884 they were asked to describe the introduction of Christianity into England, and in 1885 the only question in English history which they were asked was as to the death of Thomas A. Becket and the fate of Mary Stuart. In Canadian history they were asked in 1888 three questions only, two relating to the battle of Carillon, and the third to describe the battle of Carillon, when the French under Montcalm, numbering 3000, defeated 16,000 English under Abercrombie.

There can be built up in this country a national spirit, while it is always a Canadian, shall be equally British, if the people are to be taught from their childhood that the British are nothing but a nation of oppressors, whose government has nothing to recommend it but the superior power of brute force, and whose dealings with their subjects have always been characterized by autocratic and tyrannical exactions.

WHAT PATRIOTISM DICTATES.

Col. Prior, he believed, a man of true and fervent loyalty, in fact his patriotism might be described as the exuberant type. He has been most active in all that relates to the cultivation of a military spirit in the community. All honor to him for that. (Hear, hear.) The city of Victoria owes much to a man who is willing to devote his time, money and the enthusiasm of a generous nature to such a noble cause. But how can Col. Prior's patriotism be described as he is, support a law which will force on Manitoba, against her will, a system of schools that may, by such enforcement, have the effect of setting one portion of the people of this peaceful province in bitter opposition to the other? (Great cheering.) Will he force on them a system which will leave a large part of the population of that fair province ignorant of the rights and achievements of British arms in the past? To whom the names of Waterloo and Balaklava will be unmeaning terms? Who will never hear of the relief of Lucknow or the glorious day of Alma? Whose names will never be stirred by the heroes of Waterloo, the heroes of the Marston, the heroes of the Marston, the heroes of the Marston? Who will never learn of the growth of the British constitution? How step by step, often amid tears of privation and bloodshed, the right of rights of the people? (Great cheering.) A system under which no mention shall be made of the noble band of United Empire Loyalists, of their struggles and hardships endured for love of country and adherence to the British Crown, or that referred to as the ashes of that bitter martyrdom there has arisen in this Canada of ours a system of constitutional rights, of educational privileges, of freedom of thought and liberty of conscience which is the admiration of the world. (Cheers.)

The only reason for the existence of the public school is that the people shall be educated, and if it was proved by reliable and satisfactory evidence that the system in Manitoba, which is now being produced, a good system of education, if the qualifications required of the teachers were such as to afford no guarantee of future efficiency, if nineteen years of actual experience proved that there was no reason to believe that the system for men who act according to the dictates of common reason to say that such a state of things should cease to exist. (Cheers.) It was a matter of which the legislature of that province was called upon to investigate, the wrong was proved, and it was their bounden duty to provide a remedy. (Applause.)

But there were other grounds, of a far more serious nature, and of a national standpoint, and that was the purely British tendency of the teaching in those schools. In the French section especially, all the inspectors were French. It was enacted that no teacher should be compelled to teach strange language, and that the language of the majority of the ratepayers in any district should be taught in the schools of that district; also that if a teacher taught any other language he should be paid extra for it. The result was that in many parts of Manitoba the English language was a strange tongue. It was not used in any of the school books or exercises. Surrounded, therefore, entirely by French influences, speaking the French language and taught by French teachers, the children of a large section of that province were doomed to grow up in utter ignorance of British history and traditions, and all that pertains to the genius of British institutions, and British Canadian nationality. The study of history alone could be relied on to rescue them from that condition, but history was comparatively untold in those schools. It was not even on the list of subjects until the highest divisions were reached by the scholars. In divisions 2, 3 and 4 the only history taught was that of the old and new Testament; in the 5th division Canadian history under the French regime only; in the 6th division British Canadian history; and in the 7th division the history of the province from the first time in the school course, and it was not until the 7th division was reached that the child learned anything of English history.

There were some returns made to the Manitoba legislature showing the results of that system. In 1889 there were 45

schools, seven of which had pupils in the 6th and 7th divisions, and three schools had pupils in the 7th division, and out of the total 48 schools there were only 14 pupils in the 7th division. In 1888 there were 60 schools, eleven of which had pupils in the 6th and 7th divisions, and out of all there were only 13 pupils in the 7th division. In 1889 there were 93 schools, eleven of which had pupils in the 6th and 7th divisions, with a total of only 28 pupils in the 7th division. Outside of Winnipeg and St. Boniface there were only 10 pupils reported in the 7th division in 93 schools.

Even in the divisions in which history was taught the text books were the works of French authors who were not friendly to the British people or British institutions. A glance at the questions for the examination of teachers will show the necessity that existed for a change. From 1880 to 1884 the questions asked were identical. In 1880-1-2 the only question there was asked in English history was "Relate the conquest of England by William the Conqueror." (Laughter.) In 1883 and 1884 they were asked to describe the introduction of Christianity into England, and in 1885 the only question in English history which they were asked was as to the death of Thomas A. Becket and the fate of Mary Stuart. In Canadian history they were asked in 1888 three questions only, two relating to the battle of Carillon, and the third to describe the battle of Carillon, when the French under Montcalm, numbering 3000, defeated 16,000 English under Abercrombie.

There can be built up in this country a national spirit, while it is always a Canadian, shall be equally British, if the people are to be taught from their childhood that the British are nothing but a nation of oppressors, whose government has nothing to recommend it but the superior power of brute force, and whose dealings with their subjects have always been characterized by autocratic and tyrannical exactions.

A HEAVY BURDEN.

Another important matter was the great expense which the old system was to the country. In the course of an address to the legislature, Mr. Prior was able to go into that aspect of the question fully. The public lands of Manitoba do not, as in British Columbia, belong to the province. A large portion of each township is reserved from the Hudson's Bay Company, the Manitoba and Northwestern Railway company and the Manitoba and Southwestern railway company have large tracts on similar terms. The result is that the settlements are sparse and the schools are many far away from the homes of the majority of the children, some of whom had to travel two and a half to three miles to school, a matter fraught with much danger in a country like Manitoba in the winter time. Even in the summer, according to the returns there were in 1893 and 1894, over 176 schools in which the average attendance was less than ten. Now the burden of establishing and maintaining these schools falls on the shoulders of the ratepayers, and a rate of taxation is put in force, under it, it will be possible to establish two schools in each district, and that will make the burden just double (hear, hear), and a greater grievance than ever is created. Such a state of things as that referred to was intolerable, and it was to remedy it that the school act of 1890 was passed. The reasons existing then for that legislation were cogent and powerful reasons. (Cheers.)

THE ACTS OF 1890.

Two acts were passed in 1890. The first created a department of education and an advisory board composed of seven members, four elected by the teachers, two appointed by the department of education, and one by the University Council. This board had the power of deciding what text books should be used, what, if any, religious exercises should be conducted in the schools, and it was provided that the schools should be strictly non-sectarian. (Applause.) There was another act which in effect declared that all schools receiving public aid should come under this system. This was practically the whole of the enactment. There was nothing said about any denomination not enjoying the right to set up their own schools, and support their own denominational schools, but they did not come under the term of public schools, and would receive no state aid. When that act was passed legislation was introduced to amend the act, and the result was not, but it was remembered, a contest on the part of the Protestants on the one hand and the Catholics on the other; it was simply a contest between those who favored sectarian and those who favored non-sectarian schools. Two suits were commenced, one by Dr. Barrett, representing the Catholic church, and one by Mr. Logan on behalf of the Anglican church. Affidavits and evidence in support of their action were made and given by the Archbishop of St. Boniface (Catholic), Professor Bryce (Presbyterian), the Bishop of Rupert's Land (Anglican), and others, showing that those of all denominations who favored sectarian schools joined in support of the proposed amendment.

That case was taken through the courts, at last reaching the Privy Council of England, and it was there decided that the law of 1890 was intra vires of the provincial legislature, and that the subject matter was entirely constitutional. (Applause.) That point is now settled beyond all controversy. The highest judicial authority in the British empire has pronounced in its favor.

THE SECOND JUDGMENT.

After that decision another course was taken. The second act of the legislature provided that "an appeal shall lie to the Governor-General in Council from any act or decision of the legislature of the province, or of any provincial authority, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education." Now

by the act of 1871 a right or privilege was created in favor of the Protestant and Catholic portions of the community. That act provided for a system of sectarian schools receiving state aid. The act of 1890 repealed the act of 1871, and substituted another. The question was, did the enactment of the act of 1890 affect a privilege of the minority within the meaning of this section? A petition was presented to the federal government in pursuance of that section. They referred the matter to the supreme court of Canada for advice. The Governor-General asked to be advised whether as a matter of law he had any jurisdiction to hear the appeal under the wording of the act. The supreme court of Canada advised him that inasmuch as the act of 1890 only repealed a former act of the same legislature it could not be considered that the latter statute had taken away any privilege at all, and that no appeal would lie. From that decision the petitioners took their case to the Privy Council, and that court decided that construing the act technically and strictly according to its language he had jurisdiction to hear the petitioners. But the Privy Council did not decide, or find, or direct, that there was any right or privilege existing in Manitoba which should continue. They did not decide whether the legislation of Manitoba was in violation of the act of 1890, or whether they assumed to act as a court of justice instead of a body of politicians. This was to give color to the assertion they now make that they had really no discretion; that although state men and politicians they might see that there were the best reasons for the legislation of 1890, yet the Privy Council having said that it affected a privilege they were bound to restore that privilege—just as a judge is sometimes bound to enforce a law knowing it to be bad, simply because it is the law. This was shirking the responsibility which the Privy Council had decided rested upon them. That Col. Prior had said: "You must hear the petition. You must investigate the matter, and if you find that as statesmen a gross injustice has been done which has no other remedy, then you can, if you choose, give a remedy. But you are not bound to do so."

This is perfectly true from a perusal of the following extracts of the report of the proceedings before the Privy Council: The Lord Chancellor:—"All we have to see to is that the jurisdiction of the Governor-General is." Lord Shand:—"All you can say is that, if it does affect a right or a privilege, then you ought to be allowed to appeal to the Governor-General so as to get redress by some subsequent legislation." Lord Watson:—"I am prepared to advise the Governor-General to give his assent to the meaning of this clause, but I am not prepared to relieve him of the duty of considering how far he ought to interfere." Lord Watson:—"All we have got to say is whether it raises such a prima facie case as to require the Governor-General to give his assent to the meaning of this clause, but I am not prepared to relieve him of the duty of considering how far he ought to interfere." Mr. Blake:—"The Lord Chancellor having made the following statement: 'The question seems to me to be this—If you are asked to give your assent to the meaning of this clause, but I am not prepared to relieve him of the duty of considering how far he ought to interfere.' The Lord Chancellor has decided that the question seems to me to be this—If you are asked to give your assent to the meaning of this clause, but I am not prepared to relieve him of the duty of considering how far he ought to interfere." Mr. Blake:—"That is all your Lordships have to decide. What remedy he shall propose to apply is quite a different thing."

Mr. Ewart in finishing his argument said: "Before closing I would like to say a word or two as to what we are asking. As it has been already remarked, we are not asking for any declaration as to the extent of the right to be given by the Governor-General. We merely ask that it should be held that he has jurisdiction to give that right, and that some relief if he thinks proper to do so." The Lord Chancellor:—"The Lordships have decided that the Governor-General in Council has jurisdiction to give that right, and that some relief if he thinks proper to do so." Mr. Blake:—"I do not ask your Lordships to make any suggestion as to the (Governor-General's) action, which I conceived from the beginning is political. He is to be instructed as to the law; and then his action and the action of the parliament will carry the thing out."

Mr. Blake:—"The question whether upon the whole acting in their political capacity, the Privy Council believes that they ought not to act, or to act in what we may consider a lame and half-hearted way, or to go the whole length of our demand is no part of the question. I have to submit to your Lordships."

A FALSE PRETENCE.

Never let it be said again in the city of Victoria during this election that the government were forced to act. (Cheers.) They were forced to do nothing. (Renewed cheers.) They are trying to throw their responsibility on the shoulders of the Privy Council instead of assuming it themselves. (Applause.) They now come and say: "The Privy Council ordered us to give this relief." The Privy Council did nothing of the kind. (Applause.)

As to the arguments brought against this legislation. This relief, which the Dominion government were asked to give, was to give, predicated that where one legislation of that character has been enacted in a province, it can never be repealed. That would be truly an astonishing statement; an extraordinary state of things. It could be said that the intention of the B. N. A. Act that such a state of things should exist. As Chief Justice Strong said: "The presumption of

thinness

The diseases of thinness are scrofula in children, consumption in grown people, poverty of blood in either. They thrive on leanness. Fat is the best means of overcoming them. Everybody knows cod-liver oil makes the healthiest fat. In Scott's Emulsion of cod-liver oil the taste is hidden, the oil is digested, it is ready to make fat.

When you ask for Scott's Emulsion and your druggist gives you a package in a salmon-colored wrapper with the picture of the man and fish on it—you can trust that man!

50 cents and \$1.00
Scott & Bowne, Chemists, Belleville, Ont.

Consumption.

Valuable treatise and two bottles of medicine sent free with every bottle of Scott's Emulsion of cod-liver oil.

Old Dr. Gordon's Remedy for Men

127 lbs. 134 lbs. 147 lbs. 155 lbs. BEGINNING FIRST MONTH SECOND MONTH THIRD MONTH

CURES POSITIVELY
Lost Power, Nervous Debility, Failing Manhood, Secret Diseases, caused by the errors and excesses of youth. Young, middle-aged or old men suffering from the effects of follies and excesses, restored to health, manhood and vigor.
Price \$1.00, 6 boxes for \$5.00. Sent by mail securely sealed. Write for our book, "Startling Facts" for men only, tells you how to get well and stay well.

Address, QUEEN MEDICINE CO., Box 947 MONTREAL

The Improved KNITTER
"A Family" (JILL Knit 16 pairs of socks in 1 day. Will do all knitting required in a family, household or factory yarn. SIMPLEST KNITTER on the Market.
This is the one to use. A child can operate it. We guarantee it. It is the only one that will knit any style of sock, mitten, scarf, etc. We can furnish ribbing attach, mending, and all other work. Write for particulars.

DUNDAS KNITTING MACHINE CO., DUNDAS, ONT.
(Mention this paper.)

the inherent right of every legislature to repeal its own laws should always be kept in view, and should always be acted upon by courts of justice. and the presumption is so strong in my opinion that in this particular case it does not give the right of appeal." The Chief Justice was overruled by the Privy Council in this latter view, but he was not overruled in the former. Mr. Bodwell then proceeded to review the grounds upon which the appeal to the government was based. So far as regards the contested treaty rights of schools, it would be interesting to refer to a matter of history. In 1869 the Hon. William McDougall was sent to Manitoba, and after the provisional government was established by Louis Riel, the Dominion government appointed representatives to go to Manitoba and explain to the people how the government intended to govern the country. That commission arrived at Winnipeg early in 1870. A great public meeting was held and delegates appointed to draw up a bill of rights, which was afterwards sent to Ottawa and which formed the foundation of the compact by which Manitoba afterwards came into confederation. In that bill of rights, from beginning to end, there was no mention of separate schools. (Applause.) The Riel government also formulated a bill of rights, but that government was never recognized by the authorities, and consequently the bill of rights was not received. Still, in that document there was no mention made of separate schools. Some twenty years afterwards another bill of rights came to light which had some reference to separate schools, but there is a doubt as to the authenticity of the document. At all events the bill of rights which was accepted had no such mention; neither had that prepared by the Riel government, but which was not received. So that, in view of all the facts, it is perfectly fair to talk about the treaty rights of the Riel government, for no such rights ever existed. (Applause.)

It is also folly to assert that the Public School Act of 1890 creates Protestant schools; it does nothing of the kind. The legislature has declared that the schools shall be neither Protestant nor Catholic. Even as to religious exercises prescribed any parent can notify the teacher that he does not wish his child to attend them, and in that event he must be dismissed before such exercise begin. It is a positive enactment that the schools shall be strictly non-sectarian. (Cheers.) The only religious teaching is a passage from the Scripture, either the Donay or the authorized version, and prayer that was prescribed by the Ontario school act. It is a noteworthy fact that Archbishop Lynch, head of the Roman Catholic church in Ontario, did not object to this prayer, and it was a subject for congratulation among the denominations that they had at least all agreed on a form of prayer to be used in the schools. (Applause.) Yet it is said that that is a form of religious instruction to which the Catholics cannot subscribe. A convincing answer to that is the fact that thirty-seven of the French Catholic districts have voluntarily come in under the act and adopted its provisions. (Cheers.) It was also said that this statute practically confiscates the school property of the Catholic districts, but the facts are also against that. It was proved that while in those sections of the French districts the schools only had about \$6000 worth of school property, yet when they came under the act they became equal possessors with the Protestants of over