

province its existence is not denied but it is not insuperable. It exists in some districts in Ontario, and has been overcome. It is a difficulty in working out a Separate School system and in no wise affects the right to Separate Schools or the obligation to uphold such right. But to all these supposed difficulties can it not with perfect truth be answered that they are beside the real question? If the Catholic minority in Manitoba have a constitutional right



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to the restoration of Separate Schools, it should assuredly be left in their hands to determine whether they desire to exercise and enjoy that right. They may be trusted not to press for a merely nominal right to the detriment of their own children and at the expense of their highest interests. As Principal Grant points out, the provision of the old law which prevented the assessment for Public School rates of a Roman Catholic who resided in a Protes-

tant section and used a Public School, there being no Separate School within reasonable distance, is by no means essential to a satisfactory Separate School system. Let a minority, be it Catholic or Protestant, so small that it cannot afford to support a school of its own, contribute to the maintenance of the school of the majority, and let such school be so conducted that all its supporters can without doing violence to conscience enjoy its benefits. For the schools in such districts, necessarily to be used by both Protestants and Catholics, provision could be made in the School Law sufficiently liberal and elastic to enable properly qualified teachers, under prudent and efficient inspection and with judiciously selected text books, to conduct these schools to the satisfaction of both Catholic and Protestant parents. Religious exercises in such schools would of course have to be confined to certain convenient hours of the day, as is the case in many convents, to which Principal Grant alludes, where Protestant pupils are received. Arrangements could be made for separate religious instruction for the children of the minority by a teacher of their own faith. But these are difficulties of detail which in no way affect the justice of the demands of the minority for the educational rights guaranteed them by the constitution, and the greatest difficulty, that arising from sparseness of population in certain districts, is not religious in character, but rather purely educational, i.e., the difficulty of supporting even one efficient school. This practical difficulty connected with education in Manitoba, Principal Grant considers "more pressing than the one which has been forced on the attention of Canada." Another kindred difficulty, that of