

making such enquiry, would be to arrange for a Conference between representatives of the Dominion and Provincial Governments. Such a Conference would not involve direct Federal Interference, as would the appointment of a Dominion Commission, and would seem to be more likely to result in a settlement by the action of the Provincial Authorities.

It was always a strong ground of objection to the famous Remedial Order, that it directed the restoration of Separate Schools on the precise lines of the legislation repealed in 1890, thereby going beyond the line of duty, laid down by the Judicial Committee. But it has been urged in answer, that the order was a mere preliminary to pave the way as provided by the constitution for subsequent legislation; that this was the extreme limit of the rights of the minority, and that legislation based upon the order need not go as far as the Order itself, but that the terms of the Order must necessarily be the extreme limit of the provisions of such legislation—and the explanation is plausible.

The fact remains however, that there is room for much careful consideration, as to the precise terms of Remedial Legislation, especially if there be anything in Mr. D'Alton McCarthy's contention, that legislation once enacted by the Dominion Parliament, "would be absolute and irrevocable so far as both Parliament and the Provincial Legislature are concerned," and presumably, therefore, not susceptible of amendment. There is room for enquiry and consideration upon these points. It will be fair and legitimate to investigate the working of the former Separate School System, with a view to ascertaining what defects there were in it which should be and can be

remedied in the new system. It will be advisable to frame careful and adequate provisions for the inspection of schools, the qualification of teachers and other similar matters. It is not unreasonable that the efficiency of schools sustained by public taxes, should be ensured by satisfactory public guarantees. The amendments necessary to provide for sparsely settled districts in which at most only one school can be maintained, require the most careful study. If in the investigation and discussion of these matters of detail (for such they are), a Commission of enquiry or a conference of Federal and Provincial representatives could suggest provisions substantially restoring the rights of the minority, and acceptable to the Provincial Government, thereby avoiding the necessity of Federal Legislation, all true Canadians would rejoice at such a result. But the existing grievances are substantial; substantial must be the redress. The rights taken from the minority were of vital importance; their restoration must be genuine and substantially complete. A compromise upon the lines of the present New Brunswick *modus vivendi* has been suggested. No such abandonment of principle could for a moment be tolerated. Principal Grant dealing with the position of School matters in the Maritime Provinces says: "There are no Separate Schools by statute; there are Separate Schools in fact, under arrangements which had to be agreed to after strenuous and unseemly fighting, arrangements which are continually threatened with disturbance, and which lead to so much wire-pulling, log-rolling and shutting of the eyes, that it is a grave question, whether a system of openly recognized Separate