

parted by the clergy of each denomination, or in Sunday schools.

HON. MR. RYAN said the first clause of the bill put the whole matter in the hands of the majority, and it was to correct this that the latter part was added—in other words to protect the majority. He argued children should be taught religion, while acquiring secular knowledge; if not so instructed on week days, it would be difficult to inculcate religion at all. The tendency of the amendment was to ignore religious education altogether. The clause of the bill did not necessarily involve separate schools, but merely gave the minority, and the majority as well, the right to choose their own schools. It was the duty of this House to see to the protection of the minorities.

HON. MR. CAMPBELL said it would be much to be regretted if the amendment passed. The object of the bill was to establish and perpetuate in the North-West Territories the same system as prevailed in Ontario and Quebec, and which had worked so well in the interest of peace and harmony with the different populations of those Provinces. He thought the fairer course, and the better one, for all races and creeds, was to adopt the suggestion of the Government and enable people to establish separate schools in that Territory, and thus prevent the introduction of evils from which Ontario and Quebec had suffered, but had judiciously rid themselves.

HON. MR. PENNY said, though he was not an admirer of the separate school system, it had been found necessary, in the interest of peace, to adopt it for Quebec and Ontario, and, as a similar agitation for it would naturally arise in the North-West in the course of time, we might as well settle the matter at once by allowing the creation of separate schools.

HON. MR. BROWN said he concurred with what had fallen from his hon. friends on the Treasury benches, and from hon. gentlemen who had spoken on the amendment, with respect to the propriety of allowing separate schools. But the question was not whether those schools were right or wrong, good or bad, but as to whether it was wise for this country to deal with this question.

He quite admitted the importance of the issue which had been raised—whether this matter should be referred to the Provinces interested for settlement, or be brought to the Dominion Legislature. He spoke in the interest of good feeling and harmony in the national councils. What else was the clause in the Constitution empowering the Provinces to settle the school question themselves inserted for, but to get quit of controversies like this in the Dominion, and to leave the schools to be managed according to the views of each locality? By this bill they might raise the very serious issues in the North-West which had proved so troublesome to Quebec and Ontario. No one would regret this more than he, and for this reason he would support the motion of the hon. member for Peel. The Constitution was framed with a view to leaving this question to the settlement of the various Provinces, and it would be folly in Parliament to violate that arrangement. The moment this Act passed, and the North-West became part of the Union, they came under the Union Act, and under the provisions with regard to separate schools.

HON. MR. CAMPBELL—We are not legislating for any particular Province, but merely for a territory which is under our supervision.

HON. MR. BROWN—See the danger then; are we to force separate schools upon the people, and under all that has been settled by the Constitution?

HON. MR. CAMPBELL—Somebody must legislate for the territory.

HON. MR. BROWN—The people there could legislate for themselves. By this Act you are giving them power to do what they like in other matters.

The vote was taken on Mr. Aikins' amendment. Contents, 22; non-contents, 24. Lost.

#### PREVENTION OF LIQUOR LICENSES.

HON. MR. VIDAL moved an amendment to prevent the issue of licenses for the sale of any intoxicating liquors.

HON. MR. SCOTT gave reasons for opposing it, and it was lost on a division.

The bill was then read a third time.