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Vol. LI, No. 1

### MONTREAL, SATURDAY, JULY 13 1901.

## **RELIGIOUS INSTRUCTIONS IN THE SCHOOLS**

objection which militates against the union of Church and state, makes the union of school and state just as inexpedient.

In the June number of the "Educa-tional Review," religious instruction in the schools is made the subject of the subject and divergent the views of those who treat it, there comblicated the subject and divergent the views of a soluyion, if the question rould be dealt with on its merits and removed from the atmosphare of pre-variant people interesting the the information of the schools. The real question, however, is whether their question however, is whether their question, however, is question, however, is a standard and the question the subject the THE MAJORITY RULE, --- "But the majority rules: and the maiority wants no religion in the schools." Very well, if they want that for themselves let them have it: but they have no right to make persons who cannot conscientiously use them pay for such schools. The maiority has no more right to inflict a wrong than an individual has. There are some matters in which the maiority hus no more right to inflict a wrong than an individual has. There are some matters in which the maiority hus no rights whatever. If has no right to select a religion for a man and for Catholics, education and re-ligion are inseparably linked toge-ther. It has no right to become the mother of his children; but the teach-er is simply the substitute of parent; and if the majority has no right to select the substitute. "Yes, but education is necessary for the com-mon good." So is religion; why are we not taxed to support the religion of the majority? So are food and clothing; why are they not provided for every one at public expense? NON-SECTARIAN EDUCATION.-

INCONSISTENCY OF IT. - The editor touches the root of the diffi-culty when he suggests that those who deal with the question "should guide the discussion to questions of

editor touches the root of the diffi-culty when he suggests that those who deal with the question "should guide the discussion to questions of principle rather than detail and in a spirit of reason rather than of nas-sion." What he considers essential is precisely what has not been done. In fact, it is not quite clear that the editor himself, whose fair minded-ness is above temper, shows the requisite judicial temper. He says "in the United States public educa-tion isumrestricted and universal and wholly secular. It can never be made otherwise." Whils the is apparently anxious for discussion he absolutely closes every avenue by his last sen-tence, "it can never be made other-wise." If that be the case, what use is there attempting to harmonize conflicting opinions? But why can it never be made otherwise, except be-cause the majority are determined that it shall be their way and no other, and no notice shall be taken of the reasonable protests of a re-spectable minority who claim that there is any possibility of their being wrong. Sić volo, sić ubbeo: stat pro-ratione voluntas. Why should they determine a priori that secularism pure and simple is the only right method? No attempt has been made to give any other plan a trial : pre-conceived opinions have been allowed to prevail; it has been accepted as a forgone conclusion that secularism alone is right and that things must go on to the end just as they are now. This indicates a narrow and alliberal spirit, out of harmony with American ideas of fair play. NON-SECTARIAN EDUCATION.-Few words in our language have been so much abused as the term non-sectarianism. If it means reli-gious teaching so trimmed down as to be acceptable to all, it is a delu-sion. There is and can be no such religion. Some object to the Trin-ity, some to the Divinity of Christ. some to the immortality of the soul. some to hell, some to the inspiration of the Bible, and some, going to the very root, object to the existence of God as a religious tenet. What is left when all are satisfied? Not even the principles of a common morality from which so much is expected are ust as delusive. It is impossible to establish such a code of morality any more than a profession of faith on which Catholic and Protestant will agree. So-called non-sectarian education is a decention, because it is impossible to separate religion from the teaching of history, science, philosophy, and other branches. The present plan suits Protestants be-cause under the name of non-sectarian they teach what tenets they approve and shut out Catholics from the enjoyment of similar benefits. NON-SECTARIAN EDUCATION .-

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TAXATION WITH NO RETURN. -On the simple score of justice, why should tweive millions of Catholics be shut out from any benefit of the taxes they pay for the support of the school system? Why should a mil-lion of children be educated in pri-vate schools at the expense of their share of taxes for the maintenance of schools to which they cannot con-scientiously send their children ? Every parent should be allowed to select the school in which he be-lieves the temporal and eternal vel-lare of his offspring will be best se-oured, and he should not, in addi-tion be compelied to may for school-ing other seconds

votions, Even when we know eit exact nature, we assist by that application for his inten-

THE RIGHT USE OF LIBERTY.