

However, he had not expected from the hon. member for Richmond, and his late colleague in the government, the same attitude of hostility towards the measure that had been exhibited by the hon. leader of the opposition. If that hon. gentleman held such strong views on the subject of separate schools, it would have been quite proper for him to have moved the clauses he had just read, in committee, and in that way endeavor to introduce them into the bill, instead of pursuing a course which he had not expected and which, he regretted exceedingly, that hon. gentleman should have pursued in reference to the measure. The bill could never be sent to committee of the whole house—and the hon. member knew it quite well—if the personal dictation of every gentleman was complied with. It should be remembered that the hon. member for Richmond himself was a party to the essential principle of the bill, and he (Dr. I.) had no right therefore to expect that he would have endeavored to make it a condition that clauses should be introduced which he knew the government could not agree to.

Mr. LeVesconte said that he had voted for something like this last year. Hon. Prov. Sec. would not complain if the hon. member, holding the views he stated he did, had moved any amendment in regard to any section of the bill when he could most legitimately do so; but when he endeavored to dictate to the government certain principles which were destructive to the measure, he assumed an attitude of the most determined hostility that it was possible for any man to assume. He had no hesitation in saying that the government could not consent to the introduction of clauses into the bill which, every one must feel, would be destructive to the common school system of this Province. (Hear, hear, from opposition benches.) The bill had infinitely better be thrown into the fire than that the clauses in question should be incorporated into it. He was not going to refer invidiously to the principles of any one denomination in this country and contrast them with those of any other, but he had no hesitation in saying that the principle that demanded that there shall be no schools except of a denominational character was one that struck at the very foundation of common school education by which the people can have their children educated. The very moment you laid down the broad platform that the Episcopalian, or the Baptist, or the Methodist, or the Presbyterian could not receive a common school education in common, you did that which would eventually sweep away every respectable and efficient school off the face of the country.—The district in which the hon. member himself lived occupied a peculiar position. In the town of Halifax, it would be possible to introduce that system without striking down our common schools, but the moment you went into the rural districts of Nova Scotia and say that it must become the duty of every teacher not to give that instruction which in the common schools of the country the children are expected to obtain—not to teach reading, and writing, and arithmetic; but, as stated by the hon. member, to endeavour to proselite and pervert to his views the minds of these entrusted to his charge, the moment you allowed this you did that which no gentlemen of any denomination could sustain for a single instant. He did not undervalue the importance of religious education of having the youth of the country instructed by parties in whose religious opinions they might have entire confidence; but to ask that there shall be no school that should not be taught by a man who was not determined to force his own religious opinions upon the minds of those committed to his charge would be to attempt to establish a principle for which the country was not prepared and which would have the effect of leaving our people without any education at all. In the existing condition of things in this country any system of common school education that involved the introduction of separate schools and prevented all denominations of Christians into which our community is divided from co-operating with each other—which would not allow all children, irrespective of sect, to sit side by side, and learn those branches of education which are taught in the common and superior schools of this country,—struck at the very foundation of our school system. Under these circumstances the government could not consent for a single instant to the adoption of a principle which would be so destructive to the operation not only of the present bill but of the whole system of Common School Education.

Mr. LeVesconte said that he could show the hon. Prov. Sec. who appeared to be rather warm that these clauses were nothing new, but that they were in force in the great country to which the hon. gentlemen was so anxious recently to annex us. Mr. LeVesconte here read the law in L. Canada on the subject of Separate Schools.

Hon. Prov. Sec. said that the moment these clauses were introduced into the bill its whole foundation and support crumbled away. All the other denominations would demand just as pertinaciously and withdraw their support from the measure unless the same concession was made to them. Therefore the question did not lie solely between Catholic and Protestant, but between all the denominations into which our people are divided.

Mr. Tobin said that he was sorry that the Provincial Secretary felt so strongly upon the question before the house. The hon. member for Richmond had introduced the subject with much moderation and calmness. He lived in a district where it appears he was in a minority as respects his religious opinions, and had an opportunity of observing the working of the bill introduced last session, which became law. He felt, as other gentlemen similarly situated must feel, that there was a necessity for such schools so far as the interests of those who were of the

same denomination as himself were concerned. As regards himself (Mr. T.) he was always disposed to do what he believed was right, and if the minority in the district to which the hon. member belonged had not a sufficient guarantee of protection, it was the duty of the house to take that course that was proper on the premises. He had heard the speeches delivered during this discussion, and had been a little astonished at the style of argument pursued. The Provincial Secretary introduced the bill, advanced his propositions, and argued in its favor calmly and deliberately; but, when the leader of the Opposition got up and spoke, he opposed the measure not upon educational grounds—not with reference to the principles on which education should be conducted in this country; but upon political grounds entirely. He would like to call the attention of the house to the history of education in Europe—in that country where civilization first reared its head—and ask if such a bill, as was now on the table, was introduced into any State, England, Ireland, Scotland, or Germany, would it receive any countenance? He thought not; for in those celebrated countries where popular education was first introduced the rights of minorities and majorities were always respected. But not to Germany or any State of Europe, but to the Christian church were we indebted for the introduction of elementary education. If we traced back the history of popular education we found that wherever the Christian church was established, there the common or primary school arose in connection with the Christian church, and that principle had been handed down to us to the present day. We found that in 1618 the civil war broke out in Germany, called the "Thirty years war" when fathers were torn from their families—when the whole country was convulsed to its very centre—but it was only in 1663 and 1665 that two men arose in Germany—Philip J. Spenser and Augustus Herman Frank. These two men were destined to shed a new light upon popular education in Europe through their zeal and devotion. In what system did they believe? Go to Germany, to Brühl on the left side of the Rhine, three leagues from Bonn, and you find a Normal school established for the education of Catholic teachers. Again, go to Potsdam and you see a Normal school established for the education of Protestant teachers. Go again to Berlin, and what do you find? The council of public instruction tell you that they never establish a mixed school where it is possible to have a separate one. It was necessary at times to have mixed schools, but the system is so established, and the rights of every denomination so well understood, that whenever a minority feel that there is any suspicion they can immediately apply to the government for a separate school, and under the circumstances it is not surprising that the system works harmoniously. Examine Canada, and you saw a country split into two halves. In Lower Canada there is a Catholic majority, and in Upper Canada one of Protestants. In both sections the minorities were protected by the majorities. Look at the clause introduced by the hon. member that evening and you had an idea of the law that was carried out in Lower Canada. In the lower section where the immense body of the people belong to the Catholic church, the rights of the minorities are protected and recognized—that no man could gainsay. No difficulty occurred whatever in that section in connection with education. In many years in Upper Canada some difficulty had occurred between Dr. Ryerson and the Catholic denomination, until at last, however, a compromise was effected and the rights of minorities established. These were things that the house should thoroughly understand.

He could appreciate the difficulty that arose in this province in connection with Education. In this province with the exception of Halifax, the counties of Inverness, Richmond, and one or two others the Protestants were in a majority; and he could understand how difficult it was in the districts all over the province to protect the rights of the different denominations and especially where there were no very large bodies of Catholics. If the system were so arranged that where it was necessary the Catholic or Protestant minority could establish a separate school, the whole would work more harmoniously in all its parts. But what did you see the other day when the question of Dalhousie College was up before the Committee on Education. You saw Mr. Grant on one side and Dr. Cramp on the other, and the Bishop of Nova Scotia was also present. They spoke of the denominational colleges, and said that they should be put on an equality—that the grant to the one should be the same as that to the other. Did not Mr. Grant say that there were two distinct bodies of Presbyterians—that it was for themselves to consider whether there was any difference in their respective doctrines, and that each had its hall of divinity. Therefore it would be seen that difficulties arose at once in connection with this subject that ought to be carefully considered; but the Legislature should meet them. The first thing that was to be done was to engage, as far as possible, the kindly co-operation of clergymen of all denominations, and unless you did so, the common school system of this country would never be successful."

"He had no personal feeling against Dr. Forrester, he believed him to be a most intelligent and energetic gentleman; but at the same time he dissented from the opinion that the Normal School should have been placed at Truro, on the ground that all the denominations could not avail themselves of the advantages it was intended to afford them. It must be obvious to any one that a School at Truro with a clergyman at its head could not afford the same advantages to the people that it would if it were established in Halifax under the charge of a layman."

All history went to show that whenever you attempted to keep out religion from the school, then immediately the religious element came into contact and defeated it. It was the province of the Christian Minister to see that in all the Primary Schools a certain amount of religious instruction was given to the youth, and it was useless for us to deny the necessity for that course. This principle was deeply incorporated in our nature, and must be acknowledged—it had ever prevailed, and would prevail till the end of time.

As respects the present bill, however, he would observe that, in view of the scattered population of this country, and the difficulties that arose in connection with the subject before the house, he would be prepared to suppress his own opinions and yield to the majority, and go a very great length in order to frame a system that would give satisfaction to all the denominations of people in this country. If the majority declared that the bill upon the table, apart from the clauses just introduced, was the best that could be framed to promote education, he would be prepared to yield with all respect. But nevertheless what clamor there was against the bill of last session was not raised by the Catholic population of this province. He saw, however, that a large portion of the Protestant people was opposed to the system of taxation. Shelburne and Yarmouth had refused altogether to adopt the bill. Their opposition arose entirely, he believed, from the taxation principle embodied in the bill; but he did not sympathize with such, for he felt that if people wished to have their children educated, they must contribute. He did not think that any man could contribute of his wealth to a more laudable object than to the education of the children by whom he may be surrounded. He was quite prepared to submit himself to any taxation that the bill imposed, and it appeared to him that every one should be reasonable, and that no one should press his opinions beyond their legitimate bounds. He could not expect in a country like this where there are so many denominations of Christians that the feelings of every one could be consulted in every respect. At the same time, he thought that every care should be taken to protect the minorities, whether Catholic or Protestant. Why was it that Presbyterians, Methodists, and Baptists did not go to school together in this city. They would not do so. You might say there was after all very little difference between them, yet each denomination had its school-houses. This principle laid at the basis of human nature and you could not ignore it. The difficulty must and should be met. All in the house should combine with the laudable object of framing such a system as will be generally acceptable. As far as he was concerned he was quite ready to do all he could.

On the following day Thursday Mr. Miller introduced his resolution against Assessment, the names for and against will be found in our report for that day.

Mr. Archibald said that the remarks which had just fallen from the hon. member for Halifax were most creditable to his heart and judgment, although it must be confessed that it would hardly have been supposed from the premises that hon. Gentleman laid down that he would have arrived at such conclusions as he had. If such a principle as denominational schools was allowed in this country, one denomination after another would ask it to be extended to them, and he therefore heard with great pleasure the remarks that had fallen from the hon. Provincial Secretary on this subject. The moment you laid down the principle in respect to Catholics and Protestants, the various denominations into which the latter are divided would not rest content unless the same privileges were granted to them. In a country where the combined efforts of all denominations of the people were necessary in order to keep up education, the moment you allowed separate schools you struck at the very root of the educational system. If there was anything that astonished him it was the remarks that had fallen from the hon. member who introduced the clauses under consideration. To say that a schoolmaster should not be satisfied with teaching those branches for which he was employed, but should pervert the minds of the children committed to his charge, was to suppose that he would perform that which no conscientious man would or ought to do. He entirely exonerated either Catholics or Protestants from the supposition that they considered that such a course was at all justifiable on the part of a teacher.

Mr. LeVesconte said that the clauses which he had presented to the house were copied almost verbatim from an act which was introduced by the government of which the hon. member for Colchester was a member, and afterwards withdrawn.

Mr. Archibald said that he had not the honor of being a member of the government in question.

Mr. Miller spoke at length till about half past eleven o'clock when the house adjourned.

TUESDAY, April 4th.

The House met in the morning, went into Committee on Bills, and passed several local bills, and the bill relative to the sale of Intoxicating Liquors on the line of Railway; also the bill to amend the provincial License Law.

Hon. Prov. Sec. presented a petition and introduced a bill to change the name of Batchford River to Fort Granville.

In the afternoon session, Hon. Prov. Sec. read a report from the Education Committee. In respect to Dalhousie College the Committee recommended that the grant to other colleges be increased \$400.

despatch from the Colonial office relative to the Reciprocity Treaty:

"DOWNING STREET, 18th March, 1865.
"SIR,—I have the honor to inform you that the Secretary of State for Foreign Affairs has received from Her Majesty's Charge d'Affaires at Washington, a copy of a note from Mr. Seward expressing the wish of the United States Government that the labors of the Fishery Commissioner, established under the Reciprocity Treaty of 1854, may be terminated as soon as possible; and Lord Russell has consequently instructed Mr. Howe, the British Commissioner, to report how soon it will be possible to close the Commission.

"I have, &c.,

"EDWARD CARDWELL.

"Lieutenant Governor
"Sir R. G. McDONNELL, K. C. B."

WEDNESDAY, April 5th.

After passing a number of private and local bills. The House went into Committee on the School Bill.

Hon. Prov. Sec. suggested a clause providing that \$75,000 of the provincial grant be apportioned in the first half year, and the remaining \$15,000, together with the \$60,000 to be raised by county Assessment, for the second half year, so as to obviate any difficulties which might arise from delay in the collecting the county rates.

Mr. Archibald moved that where the amount received from the provincial treasury, and the amount raised by county Assessment were found insufficient, voluntary subscription be the only resort in such cases; which passed.

Mr. Longley introduced two bills to incorporate the Baptist Foreign Mission Board and the N. S. Baptist Home Missionary Board.

In the Evening Session the House resumed the School Bill.

Mr. S. Campbell moved the re-consideration of the 20th clause for the purpose of expanding the principle of assessment. Lost 15 to 18.

Mr. LeVesconte moved a separate school clause, giving the minority in any section where they may be dissatisfied to establish a school of their own, independent of the trustees, their teacher to receive a share of the provincial grant and county assessment in proportion to the class of his or her certificate, such school to be considered a public school.

Hon. Prov. Sec. said that before applying a remedy, it was customary to ascertain the existence of a disease, he felt happy to be able to say that throughout the entire Province there had not been four cases in which difficulty had arisen in connection with the subject. There was no reason why differences of opinion should not be arranged by the people themselves as they had been for the last six months. In sections where this difficulty had arisen, in many cases the inhabitants had established a graded school, employing two teachers, and thereby effecting a compromise.

Mr. LeVesconte said that he owed it to those whom he represented to present their grievances to the House. He was not introducing the question as one between Catholics and Protestants, but with a view to affording protection to minorities.

This was opposed by several members and afterwards withdrawn.

The bill then passed as far as the 41st section.

THURSDAY, April 6th.

Hon. Mr. McFarlane read a report from the committee on Mines and Minerals. In reference to the establishment of a museum they recommended that no action be taken until the completion of the Provincial Building, excepting to collect the articles at present available, the cost of such collection not to exceed \$300.

After some time spent in discussing a question concerning certain gold digging claims, the report of the Committee was adopted.

THE DALHOUSIE COLLEGE QUESTION.

We copy the following report from the *Colonist*—

The Report of the Committee on Education was then taken up and a debate ensued on the principal feature that being the recommendation, in view of the position of Dalhousie College, to increase the grant to the other Colleges by \$400 each.

Mr. Blanchard said that in voting for the Report he did not wish to be understood as admitting that Dalhousie was a Presbyterian College, or as voting to increase the support given to other institutions on the ground that that body was in a superior position.

Mr. C. J. Campbell spoke in favour of keeping Dalhousie as a Provincial establishment,—he said that he would withdraw his support from it if it became denominational.

Hon. Fin. Sec. that Dalhousie would remain as it had been,—open to all and inviting the co-operation of all denominations.

Hon. Mr. Shannon expressed the hope that the report be adopted, as being likely to effect an arrangement that would prove equitable and satisfactory.

Mr. Donkin said that if the claims of other denominations in this matter were to be recognized he thought their institutions should be put on the same footing as Dalhousie. He would prefer not having the extra sum given at all to having it as a compromise of rights.

Mr. D. Fraser opposed the Report as inclining to admit that Dalhousie was a Presbyterian College.

Hon. Atty. Gen. said that as long as Dalhousie College had remained dormant there was no ill feeling on the subject, but no sooner did a bill come forward and seek to bring it into useful operation than hostility was excited. He wished to be understood as supporting the ex-