

the other,—and our friends in Quebec knew it, and they know it to-day,—was that they would become settled by a large English-speaking population. That was one reason why our French friends at that time claimed that the boundaries of Manitoba should be enlarged, so that it, being regarded to a large extent as a French province, would have more room for development; but the expectation was that the new territories would become English. They were given separate schools more on the ground of language than of creed. The teachers in those schools were principally the priests of the various localities. There were only five or six hundred families in all the territories.

A comparison has been drawn between the separate schools of the province of Quebec and those of the province of Ontario. We are told that the English minority in the province of Quebec were granted certain privileges. Let me tell the hon. member for Labelle and the hon. member for Montmagny that the concession in the province of Quebec was not to the English minority, but to the French Roman Catholic majority. At the time of the conquest they were granted the rights and liberties that had been won under the auspices of the gentleman under whom my good friend from East Grey (Mr. Sproule) gets the credit of serving, whose memory he reveres—William Prince of Orange. It was William Prince of Orange who gave to the British nation the liberties they enjoy to-day; and when Quebec capitulated, the liberties which had been guaranteed to humanity of all creeds and all races were given to the people of the province of Quebec, and have been religiously observed from that day to the present time. And let me tell the hon. member for Labelle and the hon. member for Montmagny that if any one undertakes to deprive our French Canadian fellow countrymen in the province of Quebec, of the slightest liberty that has been granted to them under the British constitution, my good friend the member for East Grey is sworn to marshal his boys and go down to their relief, not to their injury.

Mr. BUREAU. Hear, hear.

Mr. SAM. HUGHES. So that my good friend from Three Rivers (Mr. Bureau) need not have any nightmares about the orangemen from the province of Ontario. When Ontario and Quebec became parts of the Dominion of Canada, each had its own separate school system established by law. When New Brunswick became part of the Dominion of Canada, it had its own school system established by the votes of its own people. When Nova Scotia and Prince Edward Island came in, each had its own school system established by the votes of its own people. The Northwest Territories occupy an entirely different position. They came into the Dominion away back in 1870. They had no school system anterior to the

Mr. SAM. HUGHES.

union. The school system that was given to them, was given without a vote by a human being in those territories, and that system has been continued ever since; the only difference being that when they became organized and were represented in this parliament, their representatives had a voice in the making of the laws which applied to them. At the present time we are not uniting those territories to the Dominion of Canada; we are only transforming them into provinces, and the people of the whole of Canada have the making of their charter, not the people of the territories themselves. What we contend is that in granting them their charter, we must apply the British North America Act, so far as it relates to the establishment of provinces.

That is the point of difference we make between the union of the Territories as such with confederation and their entry into it as provinces. There is no union of the Territories, as provinces, with confederation. They came into confederation as Territories, and their creation as provinces is merely a development. I chanced to be in the Northwest during the months of December and November when the question of the new autonomy Bills was being discussed. As I passed along, I heard mention of mysterious trips taken by the First Minister here and there throughout the country, but not taken where he could consult his Finance Minister or his Minister of the Interior or his following in the House or Mr. Haultain and his cabinet in the Territories. It was understood then that there was question of a clause being put into the measure creating the new provinces, fastening upon these provinces separate schools. Last December, when that probability was mentioned to the followers of the right hon. gentleman in this House, they scoffed at the idea. They said that he who had been the champion of provincial autonomy in 1896, who had declaimed then against the coercion of Manitoba, who had advocated the policy of hands off Manitoba, was not likely to consent to anything which would fetter these new provinces and prevent them from working out freely their own destinies along the lines he had laid down with regard to Manitoba in 1896. In that year of 1896, I considered it my duty to oppose the Bill of my own leader (Sir Charles Tupper) just as I opposed the resolution of the right hon. gentleman, and I opposed both on the ground that I would vote against any attempt to coerce Manitoba. On that occasion I took a unique position and have seen no ground for changing any of the sentiments I then uttered. I took the ground then that the province of Manitoba should be free, that the people there were eminently well fitted to work out their own destiny, and should not be fettered or hampered by the federal power in that work; and I would have supported the right hon. gentleman on that occasion, had his resolution tallied with his professions in the country. But his declaration to the