

support of this statement, is to be found in the addition of these 500,000 settlers to the population of the west within the last seven years.

The government, therefore, are justified in establishing the provinces of Saskatchewan and Alberta. In so doing, they are only following in the wake of the marvellous progress which has been the result of their own efforts. I am proud, Mr. Speaker, to have a seat in this parliament which, by carving out these new provinces, is turning a new leaf in the history of Canada. These two new sister provinces, entering confederation, will strengthen the bounds which unite old and new Canada, and bind more firmly together, through mutual interest, all the provinces of Canada.

Mr. Speaker, hon. members of both sides of the House seem to agree as regards almost every clause of this Bill. One single clause, besides that relative to the lands, has, therefore, taken up the time of the House: I mean the clause relative to education.

Before proceeding any further, I may be allowed, Mr. Speaker, to quote some statistics as to the number of schools, teachers, &c., for 1903:

	1891.	1903.
Number of schools.....	213	640
Number of teachers.....	248	783
Number of pupils.....	5,652	27,741

Ten, of these, Mr. Speaker, are separate schools. The right hon. leader of the government has thought fit to add to clause 16 of the Autonomy Bill, an amendment which, practically, cannot give any but good and favourable results.

Conservative newspapers of the province of Quebec,—I may be pardoned for not stating the exact number, for it is not large,—taunt the right hon. Prime Minister for sacrificing, as they allege, the minority by this amendment. They speak disparagingly of the Prime Minister and rebuke him for having altered the original clause. The clause, in its present form, they say, does not grant to Catholics the rights they are entitled to.

I quote the following from the 'Evenement,' a Conservative newspaper of Quebec. The article is under the heading: 'Cain, where is thy brother?'

Notwithstanding the provisions of the Dominion Act, the legislative assembly of the Territories pass ordinances forbidding religious teaching and the use of the French language in the schools of the majority.

The majority no longer have schools of their choice.

What does Mr. Laurier do?

Instead of enforcing the existing Dominion Act, he introduces a Bill which deprives the Catholic and French majority of their most sacred rights.

For a moment, Mr. Laurier thought of maintaining the existing legislation by repeating it

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word for word in the new Bill, but Sifton showed fight and Mr. Laurier knuckled down.

Instead of basing the new legislation on the old, Mr. Laurier endorsed the grievances contained in the ordinances passed contrary to the law, and his new legislation sanctions these in turn.

French will no longer be taught in the schools.

Religious teaching will no longer be given to Catholics in the N.W.T.

In localities where our fellow-countrymen are in the majority, they are to be deprived of the school of their choice, which will be replaced by the public school, the neutral school.

Such is Mr. Sifton's dictum.

Such is Mr. Laurier's compromise.

Cain,—that name becomes you all,—what have you done with your brethren?

On the other hand, what do the hon. gentlemen of the opposition say, what does the hon. member for Carleton and his organs say? I quote in the first place the words of the hon. leader of the opposition as regards that amendment, page 2964 of Hansard:

Mr. Speaker, I am opposed to section 16 because it is opposed to the spirit and the letter of the constitution. I am opposed to the substituted section because it is not different in principle from that for which it is substituted.

Then I may quote the following extracts from Ontario Tory newspapers. From the 'World':

The Quebec hierarchy again victorious.—Separate schools will be enforced.—The original clause will not be altered.—No concession whatever to Protestant feeling.

From the 'Mail and Empire':

The provinces obliged to accept the system.—The educational clause, as amended, enforces the recognition of separate schools.

From the 'News':

Betrayed! Western members give in to coercion.—A compromise which is not a compromise.—A shameful surrender to Quebec's demand that the West be chained.

From the 'Citizen':

The principle unaltered.—The provinces taken by the throat.—Sir Wilfrid's concessions do not alter the principles of his Autonomy Bill; the wording only is modified.

We have here, Mr. Speaker, the two extremes: those who complain that the government are not doing justice to the Catholic minority, and those who complain that the government are granting them too much, and, odd to say, these extremists all belong to the same party. That would be puzzling, were it not apparent, at first sight, that these various protests are inspired, in some cases, by bad faith, in others by lack of fairness, and in every one of them by partisanship, all uniting in one common object: the overthrow of the eminent statesman who has been administering so gloriously the country for the last eight years.

If exception is taken to the terms of the settlement, if blame is to be cast on any