

ing a constitutional fabric which was to last for only a few days, something that was to be wiped off the slate when we chose to do so. He speaks of the constitution then being formed as the basis and the foundation for the laws under which thousands and millions of people will come into that country. He said:

To found primary institutions under which we hope to see hundreds of thousands; and the more sanguine among us think millions of men and families settled and flourishing, was one of the noblest undertakings that could be entered upon by any legislative body, and it was no small indication of the power and true position of this Dominion that parliament should be engaged to-day in that important task. He agreed with the hon. member for Kingston—

That, I presume, was Sir John Macdonald.

—that the task was one that required time, consideration and deliberation and they must take care that no false steps were made in such a work. He did not agree with that right hon. gentleman that the government ought to repeat his errors. The right hon. gentleman had tried the institutions for the Northwest Territories which he now asked the House to frame and for the same reason as he had given to-day—that it would be better for the Dominion government to keep matters in their own hands and decide what was best for the future. He (Mr. Blake) believed that it was essential to our obtaining a large immigration to the Northwest that we should tell the people beforehand what those rights were to be in the country in which we invited them to settle. It was interesting to the people to know that at the very earliest moment there was a sufficient aggregate of population within a reasonable distance, that aggregation would have a voice in the self-government of the Territories, and he believed the Dominion government was wise (although the measure might be brought down very late this session and it might be found impossible to give it due consideration) in determining in advance of settlement what the character of the institutions of the country should be in which we invite people. He did not agree with the policy of asking people to settle in that western country, and tell them that a paternal government would look after them, and would give them such institutions as the government thought suitable. We had better let the people know their fate politically and otherwise before they settle there.

And he said further:

He regarded it as essential under the circumstances of the country and in view of the deliberation during the last few days that a general principle should be laid down in the Bill with respect to public instruction.

He did believe that we ought not to introduce into that territory the heart-burnings and difficulties with which certain other portions of this Dominion and other countries had been afflicted. It seemed to him, having regard to the fact that, as far as we could expect at present, the general character of that population would be somewhat analogous to the population of Ontario, that there should be some provision in the constitution by which they should have conferred upon them the same

rights and privileges in regard to religious instruction as those possessed by the people of the province of Ontario. The principles of local self-government and the settling the question of public instruction seemed to him ought to be the cardinal principles of the measure.

In reply to him Mr. Mackenzie makes a short speech, showing what his views are, and setting forth the terms of that section 11 of the Northwest Territories Act, 1875, with which we are familiar. Now, Mr. Speaker, in exercising this power I think it is safe for us to follow the precedents that have been laid down. I should think that the different steps that have been taken by the imperial government in giving us control over this territory, enabling us to make a constitution, and giving us every other power that they could give us in order to form these new countries into provinces and to give them constitutions, that being the case, it seems to me there is no question but that we have the power. The next question is, how are we to exercise it. I was pointing out that I think it is wise to exercise that power along the same lines as it was exercised by Sir John A. Macdonald in 1870, by Mr. Mackenzie in 1875, and by Mr. Haultain when he had the drafting of the Bill a few years ago, and as it is exercised to-day, by the premier of this country who guides us in the way in which we should exercise this power.

It is contended that we do not grant constitutional freedom. This is constitutional freedom as it is understood by the Supreme Court of the United States:

'Constitutional freedom' certainly does not consist in exemption from governmental interference in the citizen's private affairs, in his being unmolested in his family, in being suffered to buy, sell and enjoy property, and generally to seek happiness in his own way. All these might be permitted by the most arbitrary ruler, even though he allowed his subjects no degree of political liberty. Mr. Justice Storey has well shown that constitutional freedom means something more than liberty permitted; it consists in the civil and political rights which are absolutely guaranteed assured, and guarded; in one's liberties as a man and a citizen—his rights to vote, his rights to hold office, his right to worship God according to the dictates of his own conscience, his equality with all others who are his fellow-citizens, all these, guarded and protected, and not held at the mercy and discretion of any one man or any popular majority. *People vs. Hurlbut*, 24 Mich. 44, 106, 108, 9 Am. Dec. 103.

Now the great difficulty seems to be why we must have separate schools. There are some people among us, and their ideas are deserving of every respect, who think that separate schools are not necessary and that we should not make provision for them. But a great many people in this country think they are necessary, and that being the case, we have to deal with circumstances as we find them. I heard a quotation from a paper to-night giving the language of some