

me say to you in all seriousness that the subject of school legislation in Canada is a serious and important subject. I have had a good deal to do with it in my own province and I know the difficulties that beset it. But let me say this. We shall endeavour with every possible thought, with every possible power the Lord has given us to settle this question in such a way as will not raise a racial or religious cry in this country.

Some hon. MEMBERS. Hear, hear.

Mr. SPROULE. My question was whether he was not asking the people to trust the government then. He went on to say:

But I want to say that the man who gets up in the heat of a political contest and makes his strongest endeavour to bring that question into political discussion is not a friend of the Territories in any sense or shape. He is endeavouring to do a thing which might bring very serious results to the people of these Territories. I have no authority whatever to say anything with regard to the subjects Mr. Haultain has mentioned, but we shall be in the position of having not four but ten members from the Territories in the next parliament and we will get their views; and while we do not say that their views will prevail—for the entry of the Territories into confederation is a matter of contract with the other provinces—and while the terms we will be able to give you will be those we can get the other provinces to agree, yet I can say for myself that I will do my best to get the most liberal terms possible.

Yet the hon. member will have us believe that the people of the Territories were never asked to trust the government and that they never heard the question mentioned.

Mr. SCOTT. I appeal to the House if my hon. friend has not taken up quite a bit of my time in a wholly unnecessary fashion. What he has just read is exactly what I said. I have stated, as is described in what the hon. gentleman read, that the cue was given by Mr. Haultain, that Mr. Haultain, as a Conservative partisan, endeavoured to start the flame even then with the idea that it would injure the Liberal candidates. Mr. Haultain gave the cue and put the question, and the hon. member for Brandon (Mr. Sifton) gave the very sensible and proper statement in reply.

Mr. SPROULE. The answer was, you must trust the government.

Mr. SCOTT. I was never asked the question. I never heard the question raised except as it was asked by Mr. Haultain and replied to by the hon. member for Brandon. The very best proof which can be advanced to convince any reasonable man, who wants to arrive at a just opinion of the sentiment in the Territories on the question, is the fact that not one of the candidates, so far as I know, was asked what he would do in the matter of the schools.

Mr. TURRIFF. Let me in reply to the question of the hon. member for East Grey

(Mr. Sproule) say that I had thirty-nine meetings in my constituency last fall. At every one of these there was an able lawyer representing the Conservative candidate. At every one the question of autonomy was discussed, and I was never asked at any one of them by anybody, Liberal, Conservative, Catholic or Protestant, one word about the school question in any shape or form.

Mr. SPROULE. Will the hon. member excuse me just one moment? I want to settle a question of fact. We are told that there is absolutely no difference between the conduct of the minority schools and the majority schools. We are told that the qualifications of teachers are the same, the inspection, the curriculum, the text books, and that the only difference is the last half hour in the day.

Mr. SCOTT. There is not even any difference then?

Mr. SPROULE. Well, here is the annual report of the Department of Education of the Northwest Territories for 1903. What does it say with reference to the readers:

The Ontario readers (part one, part two), second, third and fourth (The Canada Publishing Company); the new Canadian reader, book V (W. J. Gage & Co.); the Dominion reader, first (part I, part II) and second—these are optional for Roman Catholic, separate schools.

Surely that is a difference.

Mr. SCOTT. Does my hon. friend think the point is essential? If he will study the effect of the legislation we are passing, he will find that we are giving the provinces full autonomy in the matter of those very text books.

Mr. SPROULE. I was setting right the statement that the schools both of the minority and the majority are conducted exactly the same in every respect with the exception of the last half hour.

Mr. SCOTT. I was about to make a sort of confession to my hon. friend. I would have had no objection at all to stating my views during the election regarding what would be the proper action for the Dominion parliament to take on the school question. I will give my hon. friend the proof of this. Two years ago his leader put on the order paper a motion with regard to autonomy, concerning which I prepared some notes. The debate came on very late. I spoke on the question after midnight and did not use all of my notes. In the next session of 1904, I expected the leader of the opposition to again raise that question and I amplified my notes. The question never did come up; but if it had, I have here exactly what I intended to say and I shall read a portion of it for the benefit of my hon. friend:

To-day 95 out of 100, probably 99 out of every 100 of the Northwest people are eminently satisfied with our present constitution and system