

but there has been none. It is, as the Prime Minister has said in introducing this Bill, an extraordinary provision. It is a sound principle of finance, he said, and a still sounder principle of government that those who have the duty of expending the revenue of the country should also be saddled with the responsibility of levying and of providing for it. The right hon. gentleman deliberately departed from this principle, but so just and reasonable are the financial provisions for Saskatchewan and Alberta that all criticism has been silenced. The financial provisions have been dealt with at length by the hon. member for Assiniboia (Mr. Scott) by the hon. member for Edmonton (Mr. Oliver) and by the Minister of Finance, and any words of mine would be mere useless repetition in connection with this question. I fully endorsed the words of the member for West Assiniboia when he said:

I think that as a whole, the terms which have been granted the people of the Northwest Territories, while not over generous, are fair. They simply place the people of the Northwest Territories, judging by the condition of the other provinces, in a fair and equitable position to carry on their affairs of local self-government.

I have touched on the question of the boundaries, the question of the lands and the financial provisions because I believe it is necessary to emphasize the remarkable character of a Bill, that even according to its antagonists has but one vulnerable point.

And now I come to a matter of all absorbing interest: the question that has raised so much discussion in this House, and in Toronto—the educational clauses. Mr. Speaker, you have heard a good deal about section 93 of the British North America Act; everybody has read and everybody has heard it read many hundreds of times in this debate. Section 93 reads:

In and for each province the legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the union.

This certainly means that these new provinces are entitled to the law as it now stands.

Mr. HENDERSON. Hear, hear.

Mr. DERBYSHIRE. Do you think so brother Henderson?

Mr. HENDERSON. I do not.

Mr. DERBYSHIRE. Well, if it means anything in the world it means that it will leave these people in exactly the same position they are in now with regard to education, and which position is satisfactory to them. They are not yet formed into provinces, but in what position will these people

be in two weeks from now when this Bill becomes law. Will they not have the same law they have to-day? Will they not have the same privileges and the same rights that they have had for years past? Have you ever before heard a word of complaint from any one in this Dominion in connection with this educational law in the Northwest Territories? Not a word. It is done now for political purposes. The clauses in this Bill make provision for confirming and continuing the present school laws in the Northwest Territories. But, Sir, section 93 of the British North America Act seems to get mystified the moment some of our legal friends on the opposition benches attempt to interpret it. Darkness seems to cover the face of the earth; and it reminds me of the story of the Dutchman who was traveling on the prairies when all at once it turned awfully dark and commenced to thunder and rain as he had never before experienced. In his dire distress he got down on his knees and commenced to pray: O Lord, if it is all the same to you I would like a little more light and a good deal less noise. That is just what we want in this House of Commons to-day. We want more light and less noise.

Some hon. MEMBERS. Hear, hear.

Mr. DERBYSHIRE. Now, Sir we have had a great many speeches and I must say some of them were good ones, but I question the good judgment of an hon. member standing up and occupying the attention of this House for two hours and hardly touching the subject under discussion. To me, at least, it is most tiresome. I have sat here and I have heard these hon. gentlemen reading from all kinds of books and newspapers and hardly touching the question at issue. I think that is a great mistake providing we want to do business and it seems to me that we should come to this House with the object of doing the business of the nation in the very best way possible.

What is this system of education? The hon. members from the Territories say that there is not in Canada to-day a school system better adapted to their needs than that established in the Northwest Territories. As has already been pointed out more than once, these ordinances make provision for a national school system from nine o'clock in the morning until half past three o'clock in the afternoon. There is not an essential element of a national school system that is not to be found in these ordinances. Let me again call the attention of the members of this House to the powers of the government in relation to these schools; for I am satisfied that if the members of this House and the people of Canada had an accurate knowledge of the school laws of the Northwest Territories which parliament is being asked to confirm, we would not have had the agitation which