

make a law I do not understand. There are dozens and dozens of people in this country who could do that—even men who are not lawyers.

Mr. BERGERON. My hon. friend has not been able to explain yet the difference between section 16, No. 1 and section 16, No. 2.

Mr. FITZPATRICK. I may not have been able to explain it, but I have tried to do it.

Mr. BERGERON. Yes, the hon. gentleman tried to do it. He came down here with a big typewritten document, he stood within the four corners of it and when he was asked some questions he would not say a word.

Mr. FITZPATRICK. I think after what my hon. friend has said that I might perhaps bring down forty typewritten documents and explain them and then my hon. friend would not understand what they meant. Now let us deal with this. I had my quarter of an hour; let the hon. gentleman take his.

Mr. BERGERON. I have no objection to giving my hon. friend all he wants, if the government are satisfied to spend a week or ten days more on this question.

Mr. FITZPATRICK. I have only been speaking for ten minutes and I am only going to keep my hon. friend a minute or two more on the gridiron.

Mr. BERGERON. I am not on the gridiron at all.

Mr. FITZPATRICK. I am quite sure my hon. friend likes it. He shows that he does. Would my hon. friend be good enough to tell me what he means by the words 'school section' in subsection (c)? He says that:

The legislature shall have the right to pass laws with reference to education, but it shall always guarantee (c) the full liberty for the majority in any school section to have such school as it may desire.

What is the meaning of that?

Mr. BERGERON. That means, under the amendment of my hon. friend and by the acceptance of the ordinance of 1901, that wherever the majority is Roman Catholic they will have public schools. They will not have their own schools.

Mr. FITZPATRICK. My hon. friend says:

The full liberty for the majority in any school section.

Is there any such term as 'school section' in the Northwest Territories respecting education? What is the meaning of 'school section'? The words 'school section' have a well defined and well understood meaning. In the Dominion Lands Act we have in reference to school sections and townships, but my hon. friend's amendment would be applicable to school laws and not school districts.

Mr. FITZPATRICK.

Mr. BERGERON. If my hon. friend will vote for that I will change those words.

Mr. FITZPATRICK. Now, let us get on. I will only be another minute.

Mr. BERGERON. Oh, go on.

Mr. FITZPATRICK. My hon. friend provides for the—

Equitable and proportionate distribution between the majority and the minority of all moneys appropriated for education.

What provision does he make for the Dominion lands grant?

Mr. BERGERON. I understand that the government are going to have some very clever men as premiers there and I am sure that they will find a way of distributing the moneys appropriated for education. They will gather the money for education, and what I desire is that they shall distribute that money to the majority and the minority according to their needs for the purposes of education.

Mr. FITZPATRICK. So that my hon. friend is going to leave it to the clever men of these provinces to deal with this question as they chose and as they think best.

Mr. BERGERON. My hon. friend is not serious. He knows very well what it means.

Mr. FITZPATRICK. If that is my hon. friend's amendment it gives to the Roman Catholic minority of the Northwest Territories absolutely nothing at all.

Mr. BERGERON. If that were true my hon. friend and all his friends behind him would vote for it.

Mr. R. L. BORDEN. I do not think my hon. friend the Minister of Justice is quite fair to my hon. friend from Beauharnois (Mr. Bergeron). Whether he be literally exact in the terms of the amendment which he has proposed or not, at least this may be said in regard to it, that not only in dozens of Bills that are brought down every session but in this very Bill which is now being discussed by this committee there has been infinitely greater need for amendment than any that can be found in this amendment. Take clause 15, for instance: we have had four versions of it already. We have had two versions of clause 16. We have had amendments without number. We have found it necessary to make amendments to a great many measures brought down by the administration, an administration that has a Department of Justice, that has a Minister of Justice, a Deputy Minister of Justice, and in the preparation of this particular measure the hon. minister has had the assistance not only of the Deputy Minister of Justice but of two or three gentlemen, for example, Mr. Beck, who have been especially brought into the Department of Justice to aid in the drafting of this clause. To answer my hon. friend as the Minister of Justice has answered