

ence if the Bill does not provide for separate schools as the people of Quebec understand them? Why is it necessary to change the British North America Act to curtail the liberties of a free people, if we are only contending for a shadow? It seems to me to be an extraordinarily foolish thing to invade provincial rights and to create so much ill-feeling if it is only for a shadow. Mr. Speaker, it is not yet too late for the government to retrace its steps. I trust that the Prime Minister and his government will withdraw these objectionable educational clauses and leave this matter in the hands of the people of the Northwest. I can assure the right hon. gentleman that he will make no mistake in trusting to the generosity of the people of the new provinces. The gentlemen on the Treasury benches and their supporters have been mistaken in their estimate of the character of the people of the Territories. I can tell them that the people of the Northwest are a just and broad-minded people; I can tell them that the free air of the prairies has inspired the people with as great or a greater love for freedom than possibly exists down here. The people of the Territories will not be driven, and will not be coerced. It is foolish to try to coerce them; trust them and they will show a gentle and a generous spirit in those matters.

It is a most extraordinary thing that the member for Brandon should have been ignorant of the proposed action of the government in regard to the educational clauses of the Bill. No man has occupied a more prominent position than he on the question of separate schools. It is incredible that he did not have this matter under his close attention and consideration or that he did not take steps to keep the Prime Minister well informed as to his views. However, he appears not only to have been kept in ignorance of the whole thing, but to have kept himself in blissful ignorance too. The reference of the member for North Toronto (Mr. Foster) to the bolting of the government supporters on this question and his comparison of it to the bolting of a flock of sheep reminds me of the experience of an old friend of mine who was taking his flock to a new ground where the pasturage was exceptionally good. The shepherd found he had to take his sheep through a narrow and difficult passage right in the centre of which was a large boulder. The sheep took alarm at the boulder and began to bolt in every direction. The shepherd had however a very sagacious old bell-wether in his flock and a brilliant idea struck him. He gave the bell-wether a kick behind and sent him off with the rest. When the sheep got well away he rolled the stone over so that it did not look the same as before. The plan answered to perfection, he soon got the flock together again and they safely

negotiated this difficult place led by the old bell-wether. But, Mr. Speaker, it was just the same old boulder which he had simply rolled over and changed in appearance.

It was argued the other day by the member for Brandon that it would be a breach of faith with the people who come into this country expecting a separate school system if this remedial legislation were not passed in advance, so to speak; and if a law were not put on the statute-book to retain a separate school system in this country for all time to come. The Minister of the Interior is responsible for the immigration pamphlets which are issued by his department. I have here one of those pamphlets, and I am told there are others, in which the system of education which exists in the Northwest Territories is set forth as entirely different from what he stated it to be. Further than that, I believe he has induced to come into this country a very large number of settlers from the United States, in the belief that they were coming into a country where a public school system existed. These are the words of one of these pamphlets: 'The schools are non-sectarian and are national in character.' How about the rights of those people whom the Minister of the Interior has induced to come into this country upon such a definite promise as that?

Mr. Speaker, I am afraid that I have already occupied the time of the House at far too great a length. I appeal to this House to endorse the amendment which has been moved by the leader of the opposition, and to subscribe to the principle stated therein, which is the very principle upon which confederation was accomplished. That resolution sets forth that 'subject to and in accordance with the provisions of the British North America Acts, 1867 to 1886, the legislatures of the new provinces are entitled to and should enjoy full powers of provincial self-government, including the power to exclusively make laws in relation to education.' If this principle is not embodied in the legislation now before the House, and if the rights of the new provinces are restricted and limited, then I wish to say, so far as I am concerned, and I believe so far as the Northwest is concerned, that the question is not settled finally. We shall take such further action, constitutional action, as we see fit; and I am mistaken in the spirit of the men of the Northwest if they do not finally secure their full rights in this matter. The Prime Minister in his speech has appealed to precedent in regard to education and in regard to public lands. In each case the precedent which he has selected has been the exception to the general rule. He proposes to use these precedents to curtail the rights of the people of the new provinces. In British history, Mr. Speaker, it was not for such a purpose that precedent was ever quoted. Let me remind the right hon. gentleman of some lines of Tennyson,