

bers will examine his opinion they will certainly come to the conclusion that there is no definite opinion given in it. There is a haze over the whole thing. The great majority of hon. members opposite admit, the hon. member for Brantford (Mr. Cockshutt) has just admitted, that the whole question is in a haze, so far as they are concerned. That being the case, I feel that what we want to bring to bear on this question now is good, sound judgment, good, common sense and good business ideas. I feel that in dealing with this or, in fact, with any other political question, when you get away from good business ideas you are getting away from the subject altogether, and you are not liable to treat it in the manner it ought to be treated. I think that questions of a political nature require to be dealt with on business principles and along business lines the same as any other question. When you treat a question on any other lines you are not treating it according to your best judgment. Now this is admittedly a very important question, and I think hon. members on both sides should be prepared to drop all narrow political ideas and deal with it on its merits. I will not attempt to examine the British North America Act, as many hon. members have done, if I did so I might come to a conclusion different from that of any other hon. gentleman in the House. But I will say that, using my own judgment in regard to these school clauses, I have come to the decision that it is a matter we have a right to deal with in this parliament. We are granting autonomy to these Territories and the question of provincial rights comes up. Some say that everything within the boundaries of those provinces should be handed over entirely to the new legislatures, and that if we are granting them autonomy we should grant it without limit. Well, that might be all right and it might not be. I think we should deal with this question not only as regards the interests of the provinces themselves, but as regards the interests of the whole Dominion of Canada. While there are some subjects that might properly be left to the exclusive jurisdiction of the provinces, there are others which should not be left to them. We are in a different position standing in this parliament from what we would be if we were members of a provincial legislature. If we were residents of that Territory we would look at this question from a provincial standpoint altogether; whereas representing as we do the whole Dominion, we must take a broader view of the situation, and we must consider the effects not only on the provinces, but on the whole Dominion. As I say, there are some matters that we can afford to leave to the provinces and others that we cannot, and education is one of these matters. The subject of education is not one that, at this time, I think we should leave entirely to the provinces. We are all aware that the educational ques-

tion has been a disturbing one, as the hon. gentleman who has just taken his seat (Mr. Cockshutt) has said for the past sixty years. Possibly no other question that has ever come before the people of Canada has created more friction and disturbance than this educational question. The fact is, that if we were to deal with it now in a particular way it would very likely be referred back to this parliament. If it is not settled properly now it will again disturb Canada from one end to the other in the near future. Now, I take this position, that if we can settle this question for all time, I think it is up to us to do so, to take hold of it and deal with it in a strong way.

The hon. gentleman (Mr. Cockshutt) has admitted, as indeed about every hon. gentleman who has spoken has admitted, either tacitly or directly, that the school laws in the Northwest Territories are good laws. I think the hon. gentleman said that the school legislation in the Northwest Territories is of the best. He also said that it would be well to perpetuate that law. I think that every hon. gentleman in this House admits that the school laws of the Northwest Territories are the best that were ever placed on any statute-book in the Dominion. Now, if that is the case, and it is not possible to put any better laws on the statute-books, why should we not fix them there for ever? That is the way I feel about it myself. Many allusions have been made to the school legislation in Manitoba. I think I can safely make the statement that if the school law now prevailing in the Northwest Territories had been on the statute-books of Manitoba previous to 1890, we would never have had any Manitoba school question. Now, what were the conditions in regard to Manitoba school legislation? The trouble was that the children were not getting proper educational facilities, and that is the reason the law was changed. They have now practically the same law that exists in the Northwest Territories. We find that the law in the Territories has been in successful operation for fourteen years, it is plain and free from doubt, and that is very important. Hon. members opposite have taken the position that there is no difference between the original school clauses of the Bill and the clauses as they now stand amended. I think there is a good deal of difference. The original clauses of the Bill were very indefinite. Under those clauses it was open to the people to have such school laws as they had in Manitoba, or they could have the old school laws that were in existence in the Territories previous to 1890. There was just that doubt about it, but the amended clauses make it more definite, the law can now be clearly understood, and there can be no question as to what law the people in the Northwest Territories will have in the future.

Now these school laws as they are in the Northwest Territories and as they are intended to be continued by this legislation