

Therefore, I say that this Act has been drawn with the utmost care, it has been drawn so as to clearly define that this child who does not accept the religious instruction given in the school by direction of the trustees shall not be prejudiced in the matter of secular education. So far as the Northwest ordinances are concerned, there is very little to harp upon, and any person who reads the Act and brings any intelligence whatever to bear upon the matter, must be very narrow-minded indeed if he cannot see that the Act is drawn upon broad, liberal grounds to which all classes of people in this country may readily subscribe.

There is another point to which I wish to draw attention. There are two important results which will follow in regard to the establishment of these schools; the first of these is that in the west no class of the people in any district will have any inducement to establish voluntary or denominational schools, which will not be under state control in matters of secular education. There is, therefore, in the new provinces little inducement for any class of people to establish denominational schools; in fact, there is practically no inducement for them to do so.

The second advantage is that no class of people will have any inducement in any district to establish voluntary schools or denominational schools for the purpose of receiving religious instruction, and thereby be forced to pay a double tax, that is the cost of voluntarily maintaining his denominational schools and also the enforced payment of public school taxes.

These are two distinct advantages that apply to the schools in the Northwest, and, therefore, I say that whoever conceived and designed that Act certainly conceived and designed it upon broad and liberal principles, upon principles which would give every possible encouragement to every class of people, no matter from what land they may come, to locate in the Northwest Territories with the knowledge that when they came to that land they came to a land of freedom, justice and toleration, a land where their children could receive a secular education under the control of the state, and where, if they particularly desired to have religious instruction, one half hour a day would be set apart in order that their children might be taught their particular faith. The very best proof that these laws have been satisfactory in the Northwest lies in the fact that we have had no agitation for the repeal of the ordinances. We have not had the Northwest Territories in past sessions knocking at the doors of this parliament and creating an agitation to have the right to repeal the school ordinances. Everything has gone on in peace and harmony, so far as their educational system and the working of their schools is concerned. In addition to that, we find that the people of

the Northwest have been taking up land rapidly, people have been pouring into that country, and those who have gone in there have adapted themselves to the new conditions which they found there, and have been quite content, not only to settle on the lands themselves, but to send for their friends to come in ever increasing numbers. The very fact that the population of the Northwest has gone ahead so rapidly shows that there is not in the Northwest a system of education which tends to keep people out, to drive back the tide of immigration from the Northwest, but, on the other hand, there is every possible inducement for the people to locate there. The people of the Northwest are confronted with quite other difficulties than matters of education. That is a matter which, in a measure, is lost sight of. They desire to have provincial autonomy in order that they might have greater power over their own local affairs. We know that when a new country is opening up and settlements are being made at various distances from each other, new roads and bridges have to be built, and money must be expended for the development of the country. Hospitals must be built, and colleges for higher education must be erected. Where you have half a million people settled in various parts of the Territories, it is important that they should be at liberty to found their own higher educational institutions in order that the youth may receive the higher education that they require without the necessity of coming to some eastern university. The people of the Northwest felt that this was so important that they required to have provincial autonomy in order that they might keep pace with the growth and development of their country.

It was also necessary for them to have public works of different kinds established. These were the matters which impelled the First Minister of the Northwest Territories and the members of his government, and the members of the Northwest assembly, to petition this parliament for provincial autonomy. I find from the records of the assembly of the Northwest Territories that on May the 2nd, 1900, they voted an address to the Governor General in Council praying that a new province be created in the Territories. A copy of this address was sent to the Secretary of State on the 20th July, 1900. In the same journals I find also subsequent correspondence set forth. On December 7th, 1900, Mr. Haultain sent a letter to the First Minister in relation to the establishment of new provinces. He went so far in that letter as to set out in detail, word for word, what he thought should be the law in these new provinces when created. He, in fact, submitted a draft Autonomy Bill for the consideration of this government. The hon. member for West Toronto (Mr. Osler) has charged this government with having been discourteous to Mr. Haultain. Why, if the hon. gentleman had read up the history of the case, he would have

Mr. HALL.