

There were consultations going on nearly every day. If there were no discussions between the members of the government and the representatives of the Northwest Territories with regard to education whose was the fault? Was there any prohibition resting upon Mr. Haultain against bringing the matter of education into the conference? I will point out to you a little later, Mr. Speaker, that in not bringing up the matter of education Mr. Haultain was doing exactly what he had been doing in the Northwest Territories. For years he had been discussing this autonomy matter, and yet until the time of the general election last October you will fail to find any reference he ever made in any discussion to the subject of education. If there were no long discussions between him and the members of the government with regard to education, I venture to say that Mr. Haultain and his colleague are at least as much to blame as are the members of the government.

Now I revert to a matter that I mentioned a little while ago,—I will have something to say with regard to Dr. Goggin a little later—whether this Territory should be treated in these measures, as a territory or a province. There has been a good deal of discussion coming from the other side of the House on that point. I find that the opinion from Mr. Christopher Robinson, K.C., read by the hon. member for East Grey (Mr. Sproule) had that idea in it—in fact that idea was the basis of Mr. Robinson's opinion. Mr. Robinson said:

There is not in any part of the Northwest Territories as a province any right or privilege with respect to denominational schools possessed by any class of persons, created by the province, or existing at such union.

Mr. Haultain, too, in his letter, remarks in reference to this matter:

The first subsection of section 16 of the Bill is drawn in direct contradiction of this principle. It is an attempt to create a province retroactively. It declares territorial school laws passed under the restrictions imposed by the Northwest Territories Act to be provincial school laws. It clothes laws imposed by the federal parliament with all the attributes of laws voluntarily made by a free province. It ignores territorial limitations and conditions. It denies facts and abolishes time. It declares what was not to have been and seeks to perpetuate as existing what never was or is.

Very definite language. Hon. gentlemen on the other side have been using similar language. They have been fairly 'rampaging' through the fields of ridicule so far as concerns that feature of the Autonomy Bill which proposes to treat these areas as provinces. I do not know that it would be any harm just to look for a moment at what was the demand of the Northwest Territories in this regard if we take the view expressed by my hon. friend from Qu'Appelle (Mr. Lake) that the draft Bill of Mr. Haultain constituted the demand of the people of the

Northwest Territories. Section 2 of the draft Bill is as follows:—my hon. friend from East Grey (Mr. Sproule) I hope, will pay particular attention to this, for he also had something to say about the ridiculousness of treating that area as a province. The name of the province is left blank in the draft Bill, but I supply the name:

On, from and after the said first day of January, 1903, the provisions of the British North America Act, 1867, except those parts thereof which are in terms made or by reasonable intendment may be held to be, specially applicable to or to affect only one or more but not the whole of the provinces under that Act composing the Dominion, and except so far as the same may be varied by this Act, shall be applicable to the province of Saskatchewan in the same way and to the same extent as they apply to the several provinces of Canada and as if the province of Saskatchewan had been one of the provinces originally united by the said Act.

As if Saskatchewan had been a province and not a territory! Create a province retroactively! Treat territorial school laws as provincial school laws! Ignore territorial limitations and conditions! Deny facts and abolish time! Declare what was not to have been and perpetuate as existing what never was nor is! Ridiculous when proposed by this government! But high statesmanship when proposed by Mr. Haultain! That draft Bill, the famous draft Bill, was prepared, I think, in January, 1902. I have discussed that clause with lawyers, and with laymen, and I venture to say there is not a lawyer in this House or in this country who dares chain his reputation to the opinion that that clause would not have fixed ecclesiastical separate schools certainly and irrevocably on the new provinces if it were adopted or at least have fixed certainly and irrevocably a system of separate schools. I go farther and I say that when that draft Bill was prepared Mr. Haultain, nor any of his colleagues, nor any of the members of the Northwest legislature, nor any of the people of the Northwest Territories who were taking an interest in the matter, ever had any intention of asking for greater freedom in this matter of schools than they had been enjoying for the last fourteen years. Dr. Goggin, as I said, was superintendent of education in the Northwest Territories for a number of years; he was practically the deputy of Mr. Haultain in the educational department at the time this draft Bill was framed. Dr. Goggin moved to Toronto a little more than two years ago, at about which time he was interviewed on the subject of autonomy by the Toronto 'News.' He was asked his opinion as to the reason of the delay by parliament in dealing with this matter of autonomy, and this is what he said:

There are those who assert that the delay in granting autonomy is owing to the difficulties

Mr. SCOTT.