

thrown off, the true colour is shown, the will of the majority of the people is thwarted and a measure is forced through this House contrary to the will of the people, contrary to the spirit of progress and contrary to the constitution of Canada. In Manitoba all elements of the population are content with the common school where common citizenship and true patriotism is developed. Many creeds and races join in a common language and they are free from sectional strife. In 1875 when the Act establishing the Territorial government was before the Senate, Hon. George Brown protested against the separate school system being extended to the Territories. He contended that this principle was quite contrary to the British North America Act. Nothing was more clear, he said, than that each province should have absolute control over education. He thought that was the only principle on which the Union Act could continue and yet the advocates of separate schools would have the British North America Act read something like this:

In every province now admitted or hereafter to be admitted into the union there shall be a system of separate schools.

If I understand the Act aright it was framed for the purpose of recognizing and protecting certain existing rights at the time it was made, the words 'at the union' meant 1867, and not 1905. In 1875 the Canadian parliament undertook to equip the Territories with separate schools. It is now said by the government that there are separate schools in the Territories and that, therefore, these Territories are in the same position now as were the provinces that came into the union in 1867. The government contend that people were induced to locate in the west owing to the knowledge that separate schools existed there when the facts are that not one of the pamphlets advertising the advantages of the Northwest contains a single reference to separate schools. Examine the 'Geography of Canada,' 'Cartoons of Canada,' and 'Farms and Farmers in Western Canada' and you will find no reference of the kind; in fact, the last mentioned pamphlets state distinctly that the schools are non-sectarian and national in character. If some inhabitants went into the west because separate schools existed there, not having learned from the literature that the schools did exist there, then also many people went into that country having read in the literature that this government sent out that the schools were non-sectarian and national in character. Thousands of people went into the country from the United States, from the country of national schools, and the immigration agents who have gone into the United States to advocate the interests of the Northwest Territories have not stated and the literature they have disseminated throughout the United States does not contain a word which will tell these people that separate schools

Mr. ARMSTRONG.

exist in the Northwest, but that literature does tell the people of that country and foreign countries that the schools are non-sectarian and national in character. Then are we not justified in condemning this government for advocating and bringing people into that country and telling them the schools are non-sectarian and national in character, and yet to-day they are practically ready to force upon these people sectarian schools and separate schools. I feel that we cannot too strongly emphasize that part of the question. If clause 93 of the British North America Act gives separate schools to the Northwest then what was the need in 1875 of passing the legislation of that date or what is the need of the clauses inserted in this Bill? Why not leave it to the constitution to decide? The British North America Act either does or does not impose separate schools on the new provinces as they are created. If there is any great doubt about the meaning of this clause is it not for the courts to determine whether we have a right to force separate schools on these provinces? The very conference which adopted clause 93 provided for the future admission of the Northwest Territories and Rupert's Land, but there was not the slightest suggestion that when these should be admitted they would be subjected to the educational clauses which Ontario and Quebec had accepted by mutual agreement. It was not even suggested that the separate school system should be imposed on Nova Scotia and New Brunswick, and by that fact have not the arguments presented by the government fallen to the ground? Many members of this House, I believe, have a wrong conception of the French Canadians of Canada when they insinuate that not one of them can be found to support provincial rights and the constitution in this matter. Surely such arguments are not flattering to the intelligence of the Roman Catholics of Quebec. I think they are wrong. During the past two years I have had the pleasure and the privilege of meeting and becoming acquainted with a number of our French Canadian fellow-citizens, and I have learned to admire and respect them. I recognize their ability in debate and their broad-minded grasp of public affairs and I believe that our thinking French Canadian Catholic fellow-citizens will realize the whole significance of the old adage that it is a poor rule that will not work both ways, and they will readily see that if the British North America Act can be amended in this particular instance to suit the views of this government it may also again be amended and construed in the future so as to take away the rights which they now enjoy.

All that we are asking of this government is to maintain the constitution in its entirety; not to bend it or break it but to stand by it. We contend that this parliament has no right to read into the British North America Act anything that Act does not contain. The Minister of Finance, the