

his work. The hon. Minister of Justice does not lack courage and it is rather a peculiar position in which we find that hon. gentleman. We see him sitting doleful and calm, taking the thrusts of the hon. member for Brandon. Is it because there is any brotherly love that we do not know of, or affection, or charity existing between these hon. gentlemen? Is it out of the generosity of his heart that he is not going to pay any attention to these things? No, it is not that. It is a larger game, a bigger game. The hon. member for Brandon knew, when he made that statement in reference to the draughtsman, that it was impossible for the hon. Minister of Justice to answer him. He knew he could not answer him. The hon. Minister of Justice wants a law enacted granting the privilege that the amendment is designed to grant, the privilege of separate schools by Dominion legislation, and the hon. Minister of Justice knew that if he got up and contradicted the hon. member for Brandon in respect to the amendments being radically different from the original clauses that the Minister of Justice having a following in this House and his legal advice being respected, it would change the intention and belief of the seven members from the Northwest, and he knew that if the belief of the seven members from the Northwest in the cause of the hon. member for Brandon were shattered they would not vote for this Bill, that there would be another halt and that might lead to a further halt and the result was that the hon. Minister of Justice had to sit in his place and wait until every hon. member from the Northwest Territories and as many as possible from other parts of this country had committed themselves so that they would vote right. I think if I understand the temperament of the hon. Minister of Justice properly, at as late a date as possible he will get on his feet and say there is no practical difference between the amended clauses and the original clauses of this Bill. That is the view I take of the position of the hon. Minister of Justice.

I do not intend to take up any very much time in referring to the conditions in England and France in regard to education to which some reference has already been made. I do not think it has very much to do with this question, because the circumstances in both these countries are so entirely different from what they are in our own Northwest. They have no influx of different nationalities as we have and the question of how best to assimilate these different peoples and different races does not come before the people of either England or France. It is a mistake to suppose, so far as my information goes, that the chief study in the public schools of Great Britain is the study of religious dogma. The tendency in England is towards non-sectarian, civic control. Prior to 1870 denominational schools existed in Great Britain. They were not able to stem the tide of illiteracy

and in 1870 the Forster law provided for the establishment of public and secular schools. From 1870 to 1902, forty-eight per cent of the children have been educated in these schools. The denominational schools, as they existed previous to 1870, have shrunk in number. They have fallen from 100 per cent in 1870 to 52 per cent in 1902. By a law passed in 1902 denominational schools came partly under civic control and in the denominational schools religious instruction is being brought more under civic control all the time. There seems to be a forward movement in England in respect to education.

In France what is the situation? In 1879, under Jules Ferry, who was appointed Minister of Public Instruction, a measure was adopted by which public schools were freed from all relation with the church. By a regulation of 1886 the employment in future in public schools of teachers belonging to religious orders was forbidden. At the end of 1897 there were 4,000,000 pupils going to secular schools and 1,500,000 pupils going to clerical schools. In the last few years schools maintained by religious associations have been abolished. In 25 years the national system has developed, the attendance has improved and there are better courses of study and better qualified teachers. I do not refer to this for the purpose of showing that the conditions which exist in England or in France are suitable to this country, but because of the explanation which has been made in this clause by some hon. gentlemen that these conditions are different from those which I have stated.

I do not intend to take up the attention of the House any longer. The question is: How are we to Canadianize the Northwest? It is a very serious and a very pressing question. It may be in the interest of the Northwest to continue the system of separate schools which they have had and which in all likelihood would be continued, but what I contend for and what I hold is that we should leave that question to them, and that we should not start out by emphasizing by Dominion legislation the importance of dividing the children up into different camps and cliques. It may be necessary to do that, it may be in the interest of the people of the Northwest that there should be religious education, but what I say is that we should not emphasize the fact at this time taking everything into consideration by our legislation. The new provinces should be permitted to deal with this question in the way which may seem best suited to their conditions as time goes on. What are their conditions? In these Northwest Territories we have colonies of Swedes, Poles, Bohemians, Hungarians, Jews, Austrians, Germans, Russians, Icelanders, Mennonites, Galicians and Donkotsobors. The question is how to assimilate these races and how to secure their co-operation in building up the nation. It requires every effort we can possibly think of to establish this