

their predecessors had got rid of at one
 At this rate of selling, and taking the
 ment in the Dominion statistical abstract
 true, the timber in the disputed territory
 one would last for 511 years. Respecting Mr.
 Campbell's plea that the settlers did not receive
 justice at the hands of the Government, he
 said he had been through the new territory
 pretty thoroughly, and he was surprised to find
 how much the Government had done for the
 settlers in building colonisation roads, &c.
 This was true even of Manitoulin, where the
 Government might reasonably have done nothing
 at all, the land being Indian land. In close-
 ness he declared himself proud to support the
 Government, which he regarded as the
 best and most thrifty in the world.

Dr. Meacham.

Dr. Meacham, member for Lennox, followed
 the member for South Norfolk and made a
 moderate speech. Referring to education, he
 said he was pleased with the remarks that had
 been made by members who had warned the
 House against paying too much attention to High
 Schools and the prevalent
 custom of forcing young
 children up to pass the
 entrance examination.
 This custom, in his opin-
 ion, had become a great
 evil. In many districts
 it was not possible for
 children to attend a High School, but the
 teachers in the Public Schools pressed scholars
 up to the entrance examinations, after which
 they were not wanted in the Public School,
 and their school career was practically closed
 at an age from eleven to fourteen years.
 He had at the last session, he said
 urged upon the hon. Minister of Education the
 desirability of instituting an examination to
 follow the entrance examination so that
 scholars in districts where attendance at High
 Schools was not possible to any but the wealth-
 est might continue to work in the Public
 Schools. He dealt with the question of the
 surplus and the assets of the Province, and with
 the license question, and all his remarks were
 marked by a spirit of fairness and conviction.



Mr. H. McKenzie.

Mr. H. McKenzie, member for East Lambton,
 spoke with strong good sense and with com-
 posure and clearness. It was his first speech
 in the House and was a
 very creditable one. To
 him it seemed the Op-
 position side of the de-
 bate was merely a con-
 fusion of the terms
 assets and surplus. They
 could not find fault
 with the administration
 of the Government, and
 their speeches were
 labored attempts to
 make out a case where
 there was no case. They
 had no specific charges
 to make and no defini-
 te policy upon any
 question. They would not understand
 the clear statement of the hon. Treasur-
 er. It was gratifying that such uncer-
 tain guides had been refused the confidence of
 the people, and the Province had returned to
 the House the Government of the Attorney-
 General with a strong united following at its
 back. (Applause.)



Mr. Whitney.

Mr. Whitney of Dundas introduced into the
 debate some chaff of preceding speakers that
 enlivened the proceedings. He said he had
 been pleased with the hon. member for North
 Middlesex (Mr. Waters). When he began his
 speech yesterday he made some admissions
 which were in the line of the contentions of
 the members of the Opposition. He had ad-
 mitted that the surplus of the late John Sand-
 field Macdonald had been expended and also
 that the expenditures of the Province had
 been exceeding the receipts. The hon. mem-
 ber for North Middlesex had got that far
 when the hand of the clock having reached
 6 o'clock he was stopped in his career. On his
 resuming this morning he had not taken up
 the thread of his admissions, and it was not
 for the members of the Opposition to con-
 jecture what occult influence had been
 exerted in the interim. The Opposition
 applauded the sally, and their laughter was
 joined in by the subject of it and by Minister-
 ialists. Mr. Whitney then referred to the
 education policy of the Government, but he
 did not agree with those of his colleagues who
 wanted to reduce the grants to High Schools.
 He called them the poor man's schools. He
 briefly attacked the system of the payment of
 officials by fees, and concluded by congratulat-
 ing the Treasurer on his statement.

Mr. Wood of Brant.

Mr. Wood of Brant made a bright and forcible
 speech. He has an incisive style, which makes
 his speaking effective and convincing. He said
 he did not know that it was claimed for the
 Government that it was a surplus-making
 Government. There was less credit in rolling
 up surpluses by a parsimonious policy than in
 spending money wisely by a wise and broad
 policy. He reminded the hon. members oppo-
 site, who had during this debate been discuss-
 ing the provincial finances, that they had not

discussed the financial course of the adminis-
 tration of the Government before the
 people during the last election. He pointed
 out the irreconcilable differences between the
 speeches of the members of the Opposition and
 their inconsistencies. With regard to the sur-
 plus, it seemed to him that the \$300,000 annual-
 ly received by the Province as interest showed
 the substantial nature of the portion of the
 surplus it represented. Members opposite did
 not think the Government ought to take credit
 for the resources of the Province, but Mr.
 Wood reminded them that one-third of the
 revenue of the Province came from the terri-
 tory that had been won from the false grasp
 of the Dominion Government by the hon.
 Attorney-General. (Applause.) Referring to
 the general nature of the charges made by the
 Opposition, he told them they would have to
 bring something more definite before the peo-
 ple could be expected to withdraw the confi-
 dence which for so many years they had re-
 posed in the management of the finances of the
 Province by the present Government. (Ap-
 plause.)

Mr. Magwood.

Mr. Magwood, member for North Perth, made
 his maiden speech, and occupied the attention
 of the House for fifteen minutes or more. He
 has a powerful voice, and he said what he had
 to say about the license question and educa-
 tion with a pleasing manner. He said he was
 highly pleased with the statement of the
 Treasurer, which came near to the standard of
 what he thought was right. And he thought
 hon. members on both sides of the House would
 be given by it a better idea of the state of the
 Provincial Treasury than they had been able
 to get before; although, as he said, he could
 not see where the Treasurer made out the sur-
 plus.

Mr. Clancy.

After a moment of waiting Hon. G. W. Ross
 rose, but Mr. Clancy rising also caught the
 eye of the Speaker. The
 member for West Kent
 gave the Treasurer a
 good deal of credit for
 his statement. He went
 into the expenditure of
 the Government during
 the last eight years to
 show its increase. Dur-
 ing eight years the in-
 crease, he said, was
 \$3,500,000. The Treasurer
 had said the liabilities of
 the Province had been
 decreased, but the fact



was not withstanding that \$2,000,000
 had been paid on the railway debt
 it was \$300,000 greater than it was six or eight
 years ago. After dealing at some length with
 the surplus and with an attempt to prove
 that the Province was running behind finan-
 cially Mr. Clancy took up educational matters.
 On this subject one of his main contentions was
 that less was spent on Public Schools by the
 Provincial Government now than ten years
 ago, which he sought to make good by quoting
 figures. The accuracy of his figures, however,
 was denied by the Minister of Education.

Hon. G. W. Ross.

On Mr. Clancy resuming his seat the hearty
 applause of his friends was re-echoed with
 redoubled vigor by the Ministerialists as they
 saw Hon. G. W. Ross rise to take part in the
 debate. Mr. Ross was in fine trim. The
 speeches of the Opposition had suggested
 several points which offered texts for a
 speech on his pet theme of education,
 while the inconsistencies in their remarks
 gave him opportunities of which he was not
 slow to avail himself. The speech was deliv-
 ered at so late an hour that a report of it is im-
 possible. The only thing that can be done is
 to give some of its salient points. He set the
 surplus question right by pointing out that the
 Opposition were not quarrelling about a thing
 but about a name. They desired to prove that
 the surplus had not been accumulated by this
 Government and therefore was not a surplus
 at all. But the fact remained, as the
 public accounts proved, that \$6,000,000
 was there available as any asset could
 be, so whether it was called an asset or a sur-
 plus made no difference to the people, as they
 had shown by giving again their confidence to
 the present Administration. Mr. Clancy had
 complained that the Province was running
 behind, and wanted to know where the money
 was to come from to meet the obligations of
 the year. But he was needlessly alarmed, for
 he had made the apparent deficit by charging
 capital expenditures against the income
 of the year in opposition to common
 sense and to the practice of all other Govern-
 ments. The hon. gentleman was not respon-
 sible for finding the money, but if he would
 vote the supplies the Government would un-
 dertake to see that the money was provided.
 If capital expenditures had to be made more
 than could be met out of current revenue, the
 Government had its investments to fall back
 upon. Referring to educational matters, he
 said he could hardly tell from the speeches de-
 livered by members of the Opposition what
 line they proposed to take in education, but
 they seemed to favor reactionary measures in
 respect of higher education. He spoke with
 enthusiasm of the work the High Schools had
 done, and declared that but for them the Pro-
 vincial University and all the universities of
 the Province would not exist in their present
 magnitude. As to the plea that the schools
 were not as well supported now as formerly,
 he gave the expenditure on schools twenty

years ago and that at the present time, show-
 ing that while the school population had in-
 creased 12 per cent. the grants had increased 43
 per cent. In discussing this motion further,
 he showed that to-day the Province bears more
 of the cost of inspection than formerly, a very
 important feature of the case, also that there
 are larger expenditures on mechanics' insti-
 tutes and in other respects. In speaking of
 the High Schools, he told with pride of
 their great increase. He objected to
 Mr. Whitney's expression characterising
 them as the "poor man's school" if
 that indicated in any way that they were in-
 ferior. In these schools a man could get a bet-
 ter education in all branches than could be had
 in any university in Canada 30 years ago.
 Specialists and teachers of great talent were
 employed, men who would do honor to any
 university. Ten years ago a boy could
 scarcely enter the High School until he was
 fourteen or fifteen, but now they entered at even
 too early an age, some pupils passing through
 as early as ten years. The progress was so
 steady and the work of teaching so well done
 that a boy reached as high a state of Public
 School culture at twelve years now as he
 would at sixteen years twenty years ago. Re-
 ferring to Mr. Clarke's contention that Ontario
 was educating citizens for a foreign coun-
 try, he declared that the Liberals at
 least were not responsible for that state
 of affairs, and also said that if these young
 men were to leave Canada they should be so
 educated as to be a credit to their own coun-
 try. His vigorous remarks on this score were
 heartily applauded. In reply to what had
 been said by hon. gentlemen opposite, he
 told them there was in the Public Schools a
 form above the entrance examination,
 and a larger number of scholars by
 one or two thousand were attending the
 fifth form than when he took office. The ten-
 dency now was to remain a longer time in the
 fifth form, and he thought that by the regula-
 tions which he proposed to submit to the House
 that scholars shall be induced still more to
 avail themselves of its advantages. No one
 would contend that it would be better for the
 16,000 children in the High Schools taking there
 the same work as was taught in the
 fifth form to have remained in the Public
 Schools. In the Public Schools, he said, they
 would be under teachers holding second-class
 certificates or first or low grades, whereas in
 the High School they were under teachers
 none of whom held lower certificates than first-
 class, and many of whom were honor
 graduates of the universities. Surely, where
 it was possible to do so it was best to
 send the children to a High School. But
 it would be a serious defect in any education
 system if in cases where children are not near
 a High School there should not be prepared a
 course of study far in advance of the entrance
 examination. Such a course was in existence,
 he said, and from eleven to twelve thousand
 children were taking it. (Applause.)
 It had been charged that the present
 school course was not practical, that the
 schools were turning out professional men in-
 stead of citizens. Well, the hon. Minister said,
 it was not shown that professional men were
 not citizens, but the fact was that last year
 only 367 students in the High Schools
 matriculated into the universities; only 1,600 of
 the entire High School population of 18,000
 were taking the junior matriculation work, and
 143 taking the senior matriculation work. Forty
 per cent. of the High School students were pre-
 pared for teachers—that was the great and use-
 ful service of the High Schools. (Applause.)
 Eleven hundred pupils left the High Schools
 last year to enter mercantile life; 367 went to
 the universities; 1,161 went into mercantile
 life and 9,506 returned to the farms.
 (Applause.) Phonography, bookkeeping and
 drawing were taught in a yearly
 increasing number of schools, and it was the
 intention of the department that so complete
 should the mercantile training of the High
 Schools become that no boy or girl living in a
 town where there was a High School would
 need to go from home to acquire a thorough
 training for a commercial career. He
 said he did not lose sight of the
 importance of elementary education; it was
 the foundation of the intelligence of the citi-
 zen. But he did not think the duty of the
 State was discharged when an elementary educa-
 tion was given. He hoped hon. gentlemen
 opposite would not endeavor to create the im-
 pression in the country that the High Schools
 were not doing their duty in this country. He
 hoped they would not endeavor to create the
 impression that the Public School system was
 not such a system as would supply a
 liberal education. The country could not
 afford to add to the difficulties that were in the
 way of advancing education by creating such
 misleading impressions. Rather the boys and
 the girls should be encouraged to avail them-
 selves of all the advantages of the Public
 Schools, and, if possible, push on into the High
 Schools and into the universities. The country
 would not suffer if all the men behind her
 counters, if all the young men who have the fran-
 chise had what had during the debate been
 rather sneeringly referred to as a classical educa-
 tion, if all were informed of the constitu-
 tional history of Great Britain and of the history
 of their own country. If instead of 18,000
 there were 50,000 students in the High Schools
 going back to the farms and the varied pursuits
 the level of public morality would be higher.
 (Applause.) There was a connection between
 ignorance and crime, and the best police the