

engineering and architecture, the diversity of employment afforded by the School of Science must prove of substantial advantage to the young men of Ontario. While it may be impossible by any action of the Legislature to restrain the strong disposition which appears to prevail everywhere to enter the learned professions, it is without question an advantage to diversify the occupation of the people as much as possible. Skilled architects and engineers are in constant demand. The vast railway enterprises of the Dominion are calling for skilled mechanics. The development of electricity opens a new field for the genius of our people. The mineral resources of the country are waiting the Midas hand of the assayer. The growth of our large cities and the vast expenditures on waterworks and sewage systems call for the well trained hydraulic and sanitary engineer. That the skilled labor required for these purposes can now be supplied within our own Province and by the judicious expenditure of the money appropriated by this Legislature is a feature of the educational system of this country which should not be overlooked. I have great confidence, therefore, in asking the Legislature to continue its liberality to the School of Science. Its record shows that it is worthy of confidence, and the attendance from all parts of the Province shows the extent to which the instruction which it affords is appreciated.

GENERAL SUMMARY.

Since 1867 the sum of \$12,372,922 was spent by the Education Department for all educational purposes. Of this sum \$6,229,410 went to Public and Separate Schools, and \$2,092,570 went to High Schools; the remainder was spent on the training of teachers, technical education and the maintenance of superannuated teachers. The average amount paid for all educational purposes during the Administration of Mr. Sandfield Macdonald was \$296,962. The average amount paid during the last 22 years was \$510,403, or an increase of 73 per cent. The last year of Sandfield Macdonald's Government the whole grant to education amounted to \$351,306; in 1893 the total sum expended for all educational purposes, leaving out civil government, was \$662,529.

The yearly average grant to Public and Separate Schools during the Sandfield Macdonald Administration was \$167,540; during the last 22 years the yearly average was \$258,394, or an increase of over 50 per cent.

The grant to poor schools rose from \$5,590 in 1871 to \$31,497 in 1893, to be further increased to \$45,000 during the current year.

The grant for Mechanics' Institutes, libraries and technical education rose from \$4,257 to \$63,630 in 1892.

During Mr. Sandfield Macdonald's time the cost of administering the Education Department was 5 per cent. of the average expenditure; during the last 22 years the cost of administration was only 3 per cent. During the last year of Dr. Ryerson's administration the cost of administering the Education Department was \$19,315; the year before I took charge of the department the cost was \$20,309; the cost in 1893 was \$19,890.

Since 1871 the number of Public Schools established has increased from 4,770 to 5,903; the number of teachers from 5,476 to 8,480, and the number of pupils enrolled from 454,662 to 485,670; the number of teachers trained in Normal Schools from 828 to 3,028. Our High Schools have increased during the same period from 101 to 128; the teachers from 239 to 522, and the pupils from 7,958 to 22,837. In 1871 we had but one Normal School, now we have two; in 1871 we had no County Model Schools, now we have 59; in 1871 we had no School of Pedagogy, now we have one; in 1871 we had no art schools for mechanics, now we have 8, besides the School of Science. In 1871 we had no properly-organized Teachers' Institutes, now we have 69, attended annually by 8,142 teachers. In 1871 we had only 51 Mechanics' Institutes, now we have 214, with 145 reading rooms.

On every hand there has been growth and development. The liberality of the Government has been exceeded over and over again by the liberality of the ratepayer. During the last 22 years about three generations of school children have passed from the activities of the school room to the responsibilities of citizenship. May we assume that in the energy of our people, the stability of their character and the general moral tone of the community there is reflected some of those qualities which it has been the purpose of the Public and the High School to inculcate.

WORLD'S FAIR.

I cannot close my observations without congratulating the House and the Province on the distinguished position won for the school system of Ontario at the World's Columbian Exhibition. To place a young Province like Ontario in competition with the States of the American Republic and with the monarchies of Europe was a somewhat severe test. It was no small honor therefore, in the face of such competition, to obtain an award for our exhibit as a whole, and particularly to obtain an award for our school system as

a national system, completely organized from the kindergarten to the university. I am informed that this was the only award of the kind that was given. If so, it adds very much to its importance. Besides this award, which includes almost all others, we were awarded honors for our system of conducting the professional training of teachers, for our Public and High School system, and for the excellence of our text books and the system under which they were authorized. For the honors of this distinction no single person can establish an undivided claim. A school system, either in its main features or in its details, is not the work of a day. The Governments which preceded this Government, both in Ontario and in the old Parliament of Canada, the Ministers and chief superintendents who were my predecessors, the inspectors of Public and High Schools, and the others officers of the department, the director of the exhibit and the commissioner appointed by the Government as well as the people of Ontario, whose liberality made our school system—all possibly have a right to share in this distinction. An honor so worthily obtained will, I hope, be carefully guarded. The man who would imperil our school system by partizan criticism should meet with undisguised opposition; the secretary who would introduce any element of disintegration either into the organization of the system itself or into the public sentiment by which it is supported should be treated as an open and avowed enemy, and he who by paper or by speech attempts rather to discredit than to improve the work already done should be regarded as an incendiary applying a flaming torch to one of the historic cathedrals of the mother country. (Loud applause)

Mr. A. F. Wood criticized Mr. Ross's statement at some length, and the discussion was then continued by Mr. Clancy, Mr. Waters, Mr. Meredith and Mr. Harcourt, the House adjourning at 11.5 o'clock.