

with the outlay. He then touched upon the question of education, agreeing that in return for the increased expenditure there have been achieved results in the shape of increased numbers of schools, while the methods followed have improved, and the system is considered good. But he would make one comment, that too much material is given to the children for the training of their minds, and that sufficient training in expression cannot be given.

Mr. McPherson then discussed the question of agriculture, stating that in the past five years the farmers of Ontario have suffered an average loss of \$30,000,000 a year, or of \$150,000,000 in all, while land values have decreased enormously and indebtedness has increased. Was the Government of the Province to blame? he asked, and he answered, "Not a bit of it." He did not believe that there was a better man for the position than the Minister of Agriculture in the Province or on the continent. (Applause.) The Government was not to blame because it was not in a position to control the condition of agriculture; if, however, a way of relieving the condition of agriculture were discovered, and the Government neglected to avail itself of it, it would be to blame. Such a discovery had been made, Mr. McPherson contended; and he explained at some length the conditions governing agriculture, observing that it was the most difficult profession of all, and that for success in it a combination of skill, capital and labor was necessary. No reproach on the subject of labor could be levelled against the Canadian farmer, and it was necessary to bring more skill and capital to bear. The Government, he thought, could be asked to help to show the farmers how to do that. The principle should be tested in a small way, on a 100-acre farm; should be repeated, extended, and finally, if it proved successful, brought within the reach of all. He would suggest to the Government that it arrange a plan whereby the practical results of the combination he had mentioned, results which he had tested in his own experience, could be placed before the people. The results, he predicted, would exceed the most sanguine expectations. In his personal experience he had found that doubling the capital and labor had meant increasing the product four times and the profit ten times. He would give his time to the Government for this purpose without charging a cent. He hoped to see the Government take the matter up, and all that he could do to assist it he would. If such a step were not introduced, he observed, he likely would move some such measure himself next session. He concluded by saying again that he desired to offer his services to the Government in the matter, and by saying that he approved of the establishment of the pioneer farm in Algonoma, but thought that something should be done for the older sections of the Province.

MR. MARTER SPEAKS.

The leader of the Opposition followed, the first part of his speech being a sharp attack on Mr. McPherson, whose offer of assistance to the Government he satirized by expressing a hope that the Government would offer him the first portfolio open. He charged the Patrons with changing their tactics when they had succeeded in getting into the House, and supporting the Government they had attacked. He was glad that they had got to the end of their tether, he said, and that they were now unmasked. He then went on to charge the Government with enormous increases in expenditure, saying that in 1880 The Globe had thought an expenditure of \$2,518,000 the maximum, whereas the expenditure has immensely increased since then. He then claimed that decreases could be made by abstaining from granting useless gratuities, by appointing fewer officials, by issuing fewer commissions and by getting out the public accounts in a form more like that adopted in the Auditor-General's report, so that a closer check on them could be kept.

Mr. Marter then discussed the expenditure on public institutions, maintaining that there had been an increase in the expenditure in the asylums of 16 1-2 per cent. from 1873 to 1892, and an increase in the Deaf and Dumb Institute of 11 1-2 per cent., and this notwithstanding the fact that everything that is necessary can be purchased for 50 per cent. less than in 1872. The Government, he said, had gone to Hamilton to buy groceries for the public institutions in Toronto.

Hon. Mr. Gibson—No, we did not.
Mr. Marter—Yes, you did. I can prove it. I saw the papers.

Mr. Gibson—It was not a Toronto institution, it was the Mimico Asylum.

Mr. Marter—Well, my friend is grateful for small things. Continuing, he urged the buying of goods by tender in all departments, saying it would save many thousands of dollars. The Treasurer should not take credit for saving when the expenditure had been less than the estimates, as it was easy to make the estimates more than were necessary. When the timber of the Province was all gone and the Crown Lands all sold the Province would have to resort to direct taxation. When the Conservatives get into power, said he, they would have to face that difficulty. Continuing, he denied that there was a surplus, and criticized Mr. Davis' statement that there was, saying that that gentleman had represented the surplus to his constituents as amounting to some \$5,000,000.

Mr. Davis, rising, said the statement he had made was that the budget showed a surplus of \$5,000,000 or \$6,000,000, but that he had always been careful to state that after certain liabilities, such as the railway annuities, which were not due, were capitalized and the liabilities were paid off, the balance of between \$2,000,000 and \$3,000,000 would be the surplus.

Mr. Marter at first did not seem inclined to accept this explanation, and concluded with a few more allusions to the absence of a surplus. Mr. Davis again rose and made it clear that he had used the same language on all occasions where he had spoken during the past two or three years, saying that sometimes his remarks had not been fully reported.

Mr. Marter accepted the explanation, and the House adjourned at 6.20.

EDUCATIONAL PROGRESS.

The report of the Minister of Education for 1895, which was laid on the table this afternoon, opens with a summary of the statistics for 1894. From these it appears that there were then 5,649 Public Schools, an increase of eight; 328 Roman Catholic Separate Schools, an increase of fifteen, and ten Protestant Separate Schools, besides 90 kindergartens, with 184 teachers, and 25 night schools, with 54 teachers. The amount expended in 1894 for Public Schoolhouses, sites and buildings, was \$373,482; for Public Schools teachers' salaries, \$2,725,286, and for other purposes, \$812,056, making a total expenditure of \$3,910,824, an increase of \$130,093. The estimated value of Public School property is \$10,599,439. There were 593,840 persons between the ages of five and twenty-one in the Province, and the number of registered Public School pupils of all ages was 443,441, an increase of 440, while the average attendance was 245,006, an increase of 7,443. In the Roman Catholic Separate Schools there were 39,762 pupils enrolled, an increase of 1,695, and the average attendance was 23,328, an increase of 1,465. The percentage of average attendance to total attendance was 56, an increase of 2 per cent. The teachers in the Public Schools numbered 8,110, of whom 2,662 were men and 5,448 women. The average salary paid to male teachers was \$421, a decrease of \$2, and the average salary of female teachers was \$300. The schools were kept open on the average 208 days, and inspection cost \$90,610.

The statistics for secondary schools show 129 High Schools and Collegiate Institutes, with 554 teachers, an increase of sixteen, and 23,523 pupils, an increase of 468. For High School teachers' salaries \$507,441 was paid; for schoolhouses, \$48,160, and for other purposes \$132,931, making a total expenditure of \$688,532. The value of High School property is \$1,702,620.

In the report the Minister states that several reforms in sanitation are necessary. The average age of the teachers is nearly 25 years, and the average years of experience 4 3-5 years. The loss of time from illness did not exceed one day per teacher. Progress in sanitation and hygiene is reported, only 490 schoolhouses being reported as furnishing inadequate breathing space for the pupils in attendance. Better facilities for ventilation and heating are needed in many cases. The statistics show that the number of pupils in the fourth and fifth forms is steadily increasing, and there is a gratifying increase in the number studying history and geography and composition, while there were in 1894 nearly