

Those who have studied it state that its success or failure in this or that town or centre depends largely on the lecturer himself, on his teaching power, his power to evoke enthusiasm and to stimulate a desire for knowledge. Your success in a like way will depend on your staff of teachers, their fitness and zeal, and especially on the head of the staff, the principal whom you may select.

### **The Financial Aspect—Duty of the Government at Ottawa.**

I would be glad to see in Toronto a non-classical High School with accommodation for 200 scholars and systematized, thorough teaching in scientific and commercial courses. There is room for such a school. The last three years has given ample proof that to prepare adequately for war a nation needs not men only, but unlimited money as well. Our schools are in the same position and they need efficient teachers and strong financial support.

This Province has not stinted our schools. We believe that the money spent on them is a good investment and comes back, as a great German has said, in the manhood of a nation.

We are spending this year for this purpose nearly \$800,000, a fifth of our total revenue; and this does not include our grants to the university.

Without seeking to exalt one phase of scholarship at the expense of another, the Government is anxious to further technical education, and we mean to do so to the full measure of our ability. We must at the same time keep in mind the ever-increasing demands of our Public Schools and the expanding educational needs of the newer parts of our Province. This will entail in the years to come a considerably increased expenditure. The United States Congress gave last year \$9,000,000 for scientific education. Should not the Federal Government at Ottawa, in a like spirit, undertake this work, rather than our Government, or at any rate, should it not share in the work? The grant of Congress represents twelve cents