

our Provincial University, the largest University to-day in the British Empire. There are possibly one or two examining bodies called Universities, such as London and Calcutta, that may be larger, but there is no federation of Colleges to-day in the British Empire with practical teaching faculties that has the attendance that Toronto University has. (Applause). In the whole British Empire we lead the way to-day, and I am sure Ontario is proud of it. So Sir, it must clearly be understood that I am not objecting to any of the grants referred to, but I desire clearly to point out that out of the 450,000 odd pupils who attend our Public and Separate Schools, a large number are forced to leave school without ever even entering a High School, and to earn their bread by the sweat of their brow in factories, workshops and such like places. They leave, Sir, at ages varying from possibly 13 to 17. The growing and important question I raise, Sir, is with all our boasted education, what are we doing for those lads who need our assistance most? (Applause). We must face this problem fairly. This is a serious question. We follow the lad through the High School, through the Collegiate Institute, through Toronto University, and we assist him in every ease. We follow the young man to the Agricultural College and we make grants to assist in his education. We follow our intending teachers, and very properly so, through the Model and Normal Schools, and we make grants and assist in their education. But, Sir, do we follow the lads in the workshop of 13 and 14 and 15 years of age—poor chaps, the sons of poor parents—do we follow them, I repeat? The answer is a tremendous negative. We do not—and it is a crying shame and a disgrace to this Province—we do not follow these lads with an evening class school, as we well might in this Province. It is true that the present Government are doing a little and the old Government did something along the lines of technical education. I think, Sir, I am within the mark when I say that 50 per cent. of the lads who enter the workshop, enter it between the ages of 14 and 16 years. The moment they leave our schools the State drops its leading strings and pays no attention to them whatever. I say, Sir, that from a financial, from an industrial; nay, Sir, but from a far higher standpoint, from an ethical standpoint, it is absolutely and entirely wrong. (Applause). We ought to have, Sir, and we could have without any great Provincial expenditure, an evening technical training school, supplementing the work of the day in the workshop in every leading centre in the Province of Ontario. (Applause). Sir, when one takes up the reports of what is being done in other lands, when one notices what that great nation to the south of us is doing, when we find the three classes of schools they have there, namely, the Trade Schools, the Technical Schools, and the Schools of Industrial Drawing and Design, we are forced to confess that our present educational system is not as well balanced as it should be. Trade Schools, of course, Mr. Speaker, are intended to teach and furnish a particular trade, and to turn the boy out a finished mechanic. I do not advocate such a school. The establishment of Technical Schools such as we have on the other side, and such as we have in England, is the class of school we ought to have here. It is not a little technical training in our High School and our Collegiate Institutes that will reach the great mass of lads that ought to be reached. The lad that needs to be reached, and to whom the State is morally under an obligation, is the lad who has left the school forever and has gone into the workshop to earn his living. (Applause). The Technical School we ought to have in this Province, that we should establish immediately, and that we could easily establish if we enlisted the aid of the manufacturers and the employers of labor and the business men of our towns and cities, is the evening school accessible to all. The manufacturers realize how imperfect is the skill of the workmen to-day as compared with the old days of apprenticeship. It is with them not the desirability of the Technical Schools, but the best method of training the lads to be good and proficient workmen. What we require, Sir, is an evening Technical School that will supplement the day's work and that will explain and give to the lad of the workshop the general principles that underlie his work in the workshop and that will make him a scientific and thinking workman, rather than a human machine in that shop. (Applause). But, Sir, although the old Government did something and the present Government is doing something, we are not working along the right lines. What we need is a system of Technical or Night Schools that will cover the whole Province of Ontario, or at all events we should have one established in all industrial centres. (Applause).

THE HYDRO-ELECTRIC PROBLEM.

Now, Mr. Speaker, passing on from the question of education, let me deal briefly with one or two other questions that have been referred to during this