

year of the Democratic tariff, the average rate of ad valorem duty on dutiable imports was 16.4 per cent while in 1923, the first year of the Fordney tariff, the average rate of ad valorem duty on dutiable imports was 35.1 per cent. The 1922 revenue act of the United States, in addition to providing for "dumping" duties, authorizes the assessment of duty on imported articles on the American selling price of similar competitive articles manufactured or produced in the United States, and this basis of assessment has been made use of where the protection of United States industries required it.

At six o'clock the House adjourned, without question being put, pursuant to rule.

Thursday, April 16, 1925

The House met at three o'clock.

AUSTRALIAN TREATY

On the Orders of the Day:

Mr. R. K. ANDERSON (Halton): Is there any truth in the report that the treaty between Canada and Australia has been ratified by the Australian government?

Right Hon. W. L. MACKENZIE KING (Prime Minister): As I understand the so-called treaty between Australia and Canada, there was an understanding reached that the tariff in Australia would be changed in certain particulars and that the tariff in Canada would also be changed in some particulars. I believe the Australian government have taken action in the matter of altering their tariff. We are still negotiating with Australia with respect to such changes as are to be made in the Canadian tariff. Until we have completed these negotiations, it cannot be said that the matter has been finally determined.

THE BUDGET

CONTINUATION OF DEBATE ON THE ANNUAL FINANCIAL STATEMENT OF THE ACTING MINISTER OF FINANCE.

The House resumed from Wednesday, April 15, consideration of the motion of Hon. J. A. Robb, (Acting Minister of Finance) that

Mr. Speaker do now leave the chair for the House to go into committee of Ways and Means, and the proposed amendment thereto of Sir Henry Drayton.

Mr. J. H. HARRIS (East York): Mr. Speaker, the facts which I gave to the House in my address and the country regarding the policies that are being pursued throughout the whole world have shown to me very clearly that this one country stands alone, a law unto itself, with regard to what policy it should pursue. Like the proverbial Irishman, we are people who find ourselves alone out of step and tell the rest of the civilized world that they are the people who are out of step rather than we.

But industry, facts, figures, dollars, cents, commodities and all those features which go to make up our present civilization are, as I said before, not the most important features. The most important feature is the generation that is going to succeed this one. I have, in front of me in that connection, to emphasize by another means the points that I have already made. The report of the Department of Labour. What does the department say with regard to vocational instruction which is being given to the youth of Canada to-day? We find that vocational instruction affords opportunities to the following groups:

Young folks and adults who have left school too early and who find that they need more education to succeed in their occupations.

Persons who are ambitious for promotions in their vocations and who find it necessary to become adept in the more difficult processes of their trades, or to become acquainted with the increasingly important volume of technical knowledge related to their trades. Effort must be made to keep pace with the developments of industry. In spite of the tendency towards large volume methods of production, the place of skilled and informed workmen is still secure.

In order to give the people this vocational instruction so that they can take their place in the industries of Canada, we find that not only the cost of vocational education to the people of Canada is of a tremendous magnitude and increasing by leaps and bounds, but the number of people who are attending our technical and vocational schools is growing at a very fast pace as the following table will show:

Attendance in Vocational Schools of Ontario

	1920-21	1921-22	1922-23	1923-24
Number of full-time teachers..	191	212	288.0	379
Number of part-time teachers..	60	49.0	82
Number of full-time pupils on roll..	2,800	5,344	6,958.0	9,153
Average attendance of full-time pupils..	2,123	4,260	5,454.3
Number of part-time pupils on roll..	907	574	988.0	1,319
Aggregate student-hours of part-time pupils..	40,997	37,776	60,972.5	176,673
Number of special pupils on roll..	1,019	1,604	1,456.0	2,347
Aggregate student-hours of special pupils..	223,570	351,214	247,439.5	314,427