

FOREWORD

In these days of much tabulation and graphical representation, even the more intangible entities, such as social forces including education, have with much profit been subjected to the processes of exact measurement. Many areas in the United States have already been intensively surveyed in such a way as to set forth clearly their educational excellences and deficiencies. In Ontario, however, this method has not as yet been widely applied and it was thought that Ottawa—a city with a special claim on the interest of all Canadians—would provide a field well suited to a pioneer effort along these lines.

The absence of a similar canvass of other Ontario centres, and the fact that there is no Federal Bureau of Education to gather the necessary data, render difficult, if not impossible, that comparative work at once so interesting and so significant. Certain tables have, however, been introduced from time to time, containing some facts relating to two other cities. One of these is Hamilton, a city with approximately the same population as Ottawa; the other is London, Ontario, which has a Public School enrolment almost as large as that of Ottawa.

There is a further reason why a survey of the educational facilities of this city should be undertaken at the present time. The movement for a greater Ottawa has been gaining headway; the desire for the formation of a federal district is taking possession of the public mind; the proposal has already been endorsed by the votes of the ratepayers of Ottawa and Hull; the report of the Federal Plan Commission is now under consideration.

Before any definite steps are taken towards a reconstruction of the city, its educational assets and requirements should form a determinant in the problem, quite as vital and important as the architectural, transportation, or industrial factors. The consummation of this impending change in the capital's status will be fraught with revolutionizing effects upon its educational system. It will mean a transfer from provincial to federal control. The local administration will possess greater freedom than at present to adapt its course to local needs. At the same time it will be closely articulated with all the other educational interests and activities of the larger federal body.