

In the books used in our High schools changes necessarily occur in many of the texts, because the course is based upon university work, and that is not controlled by the Education Department. But I am charged with having forced upon the schools of Ontario 23 changes in text books during the three years of my administration—certainly a serious charge, if true. First, let me notice in a general way the amount of studied and disingenuous exaggeration contained in this charge. The readers, although but one series, are made to count as six text-books; the drawing course, consisting of five numbers, counts as five text-books; and then to swell the aggregate and alarm the public an exercise book, in commercial forms, consisting of three numbers, which has not been authorized and which does not require authorization, is thrown in, so that what fairly might be called two text-books is made to appear as fourteen. But the important thing to know is, what have I actually done? Well, I have authorized the readers, and there is not a teacher, certainly not a pupil of the 500,000 in Ontario, capable of judging, but is glad I have. And I have also authorized the drawing books, because there were none authorized before and I thought it necessary, as we were beginning the study of this subject, that we should lay a proper foundation. I have also authorized a new history of England and Canada, because it was desirable to study history after a better method. Now, except in the case of the readers no text-book used in our schools was displaced by the action of my Department. There was no authorized drawing book to displace and the history can not legally be introduced before 1887 without the concurrence of the trustees and the inspector. Now, as to the others, with the exception of the music readers, they are either recommended simply, which means they are not text-books in the true sense of the term, or they are used by teachers or teachers-in-training. It is also worthy of notice that parts 1 and 2 of the First Reader were authorized by the school authorities of Manitoba, and the Drawing Books by the Council of Public Instruction for Quebec, for use in the schools of these Provinces respectively.

SAVING EFFECTED.

Let me next mention that every change made in text-books has resulted in a large saving to the public—a material argument, to be sure, but a potent one. Let me begin with the new High School Reader, which is sold for 60 cents. This book represents the following outlay in discarded text books: 1. A text book on the art of reading, which was authorized at 75 cents. 2. The prescribed literature for third-class teachers, 25 cents; old Fifth Reader, 30 cents; total, \$1.60. There is a clear saving of \$1 to the 8,698 who use the new readers in our public schools, and to about 10,000 who use it in the High schools, or about \$17,000 in one year to the people of Ontario. Then take the drawing course, assuming that only one book or number is used by each pupil during the year. The discarded drawing book which was not authorized, consisted of 24 pages and was sold for 15 cents; the new drawing book consists of 32 pages and is sold for 10 cents—a differ-