outlived their usefulness was another proof of the subserviency to the publishing interests rather than regard for the welfare of the schools. The Public School Readers, for example, were prepared over twenty years ago and the best educational opinion had for years favored a new series.

REPORT OF THE COMMISSION ON PRICES.

A Commission of two was appointed in 1906 to investigate prices. The discoveries made by this Commission were astonishing. The report of the Commissioners, with a full report of the evidence, was had before the Legislature in 1907. The Commissioners condemned the policy of the past twenty years on several points:

- 1. The mechanical production of text-books in Ontario was inferior, and the Department of Education had been remiss in neglecting to supervise the quality of paper, the method of binding, and the general appearance of the books.
- 2. The system of selecting an author, not necessarily the best qualified, to prepare a text-book; of naming the publisher and the price, so that the publisher planned to make money rather than produce a good book, resulted in unsatisfactory work.
- Profits were e cessive for inferior books, and in the case of the Public School Readers alone, five books, the whole set certing abov. 40 cents to produce, retailed at \$1.30.
- 4. The loose management of the Department enabled the publishers to secure renewal of contracts by the acquirement of copyrights which should have been controlled by the Department.
- 5. In the case of the Public School Readers, the parents of children, during the existence of the contract, had paid \$200,000 more than they ought to have been asked to pay.
- 6. Too many text-books are authorized, and taus entailing a burden on parents.

EVIDENCE OF PREVIOUS COMMISSION DESTROYED.

The Commissioners found that the evidence taken by the previous Text-book Commission had been destroyed, and they were thus unable to pronounce upon the value of the testimony upon which prices of text-books had been, in past years, maintained at the old