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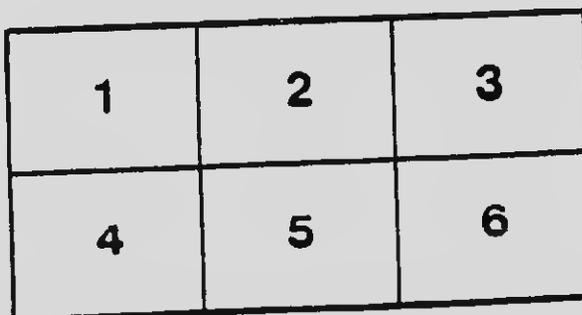
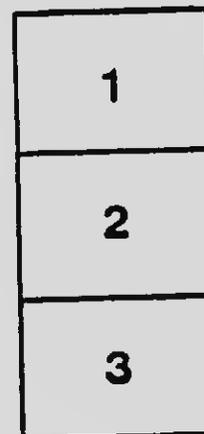
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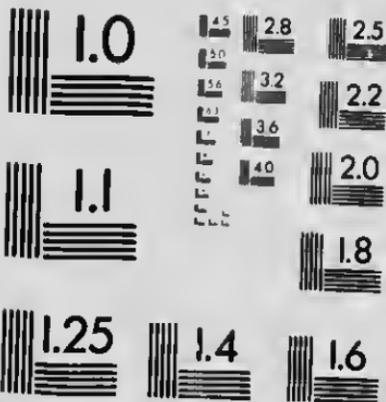
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THE
Educational Policy

OF

**The Whitney
Government**

THREE YEARS OF
PROGRESSIVE LEGISLATION
and ADMINISTRATION

1905—1908



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Outline of Educational Policy

THREE YEARS' PROGRESS OF THE WHITNEY GOVERNMENT.

The educational policy of the present Government is avowedly based upon the principle of fulfilling in all respects the promises made by Mr. Whitney and his associates when in Opposition. Although the Government has been but three years in office, and the reorganization of the educational system involves exhaustive enquiry into existing conditions and much arduous reconstructive work, a striking advance has already been made in both administration and educational efficiency. It was impossible to eradicate in a short time defects which had been allowed to develop in the school system over a long period of years. But enough has been accomplished to vindicate the sincerity and vigour of the Administration and the success of its efforts. The record of three years' progress is inspiring.

In 1907 discontent with our schools had become general. Profound dissatisfaction was felt both by the parents of children and by educationists themselves. It was contended, and with truth, that a kind of lethargy had crept over the whole system; that the schools were not giving the kind of instruction best designed to fit the child for after life; that teachers were underpaid and often imperfectly trained; that the public schools, especially in the rural districts, had been allowed to become inefficient; that the cost and number of text-books constituted a heavy burden upon the parents; that the examination system had been pushed to such extremes as to undermine the real purpose and effect of education; that an adequate voice in the framing of educational reforms was denied to the teachers; and that the Provincial University was languishing for lack of financial support and proper administrative control. To every one of these complaints a deaf ear had been turned for years.

The present Government, on assuming office, was pledged to open up the whole question, with the following objects in view:

- (a) To secure the efficiency of the public schools, wherein 35 per cent. of the children got all their education;
- (b) To break up the school book monopoly which had exacted high prices for inferior books;

- (c) To modify the examination system with a view to improving the work done in the schools;
- (d) To place the Province's University on a prosperous basis;
- (e) To secure to the teachers higher salaries and better training and a right to be heard on educational subject.

It is proper to enquire at this juncture how far the present Government has implemented its promise, what steps have been taken to remedy the evils of past administration, and in what degree the efforts made have proved successful. It is plain to everyone who has made a study of the situation that complete reform is the work of years. A comprehensive plan cannot fairly be judged in its initial stages. But the right of the people to know from time to time in what manner the persons entrusted with the duty of reforming the educational system are discharging the trust is unquestioned.

THE PUBLIC SCHOOL SYSTEM.

MORE MONEY FOR THE RURAL SCHOOLS.

Shortly after the present Minister of Education assumed office, investigation was made into certain aspects of the education question. The result, among other things, was to reveal a condition in respect to the public schools, and especially the rural schools, more serious than had been anticipated. It was found that owing to insufficient financial support, the displacement of population, the low salaries paid and the extreme youth of many of the teachers, heroic measures were needed to improve matters. It was resolved to begin at once the task of providing a supply of more efficiently trained teachers for the schools, and to ensure them better remuneration. In order to attract back to the profession many who had been drawn to the Western Provinces by the higher salaries earned there, and many who had drifted into business life in Ontario for the same reason, it was unanimously enacted by the Legislature in 1906 that a minimum salary standard should be applied in all rural school sections, and that the efficiency of the schools should be stimulated by an increase in the local and Legislative grants. As the Provincial revenues were stationary, this was, at the time, the only practicable course. The present Opposition leader, Hon. A. G. Mackay, supported this law and suggested the clause imposing a penalty on the trustees for breaking it.

As, however, by 1907 the financial prospects of the Province had improved, aided by the business like methods introduced into all the public departments, a bold step was resolved upon.

The Legislative grant to rural schools was increased from \$1,000,000 in 1905 to \$1,850,000 in 1907. This was an increase of \$850,000 in the amount paid to rural schools all over the Province. The total grant was distributed with a view to ensuring a maximum of good results throughout a system sorely in need of being toned up. It was believed that a Province noted for its intelligence would appreciate a generous policy on the part of the Provincial authorities, and would co-operate, wherever possible, in helping to effect improvement. Dr. Fyvie accordingly announced the abandonment of the old plan of paying on the basis of average attendance (whereby a premium was put on inequality of distribution), and substituted for it a basis designed to stimulate local effort, so as to secure the following results:

1. Higher salaries for teachers.
2. Encouragement to employ teachers with the best grades of certificates.
3. Better equipment for the schools.
4. Healthier accommodations for the pupils.

The basis of distribution was, therefore, arranged in this manner:

First, fixed grants of from \$20 to \$30, in all schools where the assessment falls below \$10,000, the larger grants going to the poorer sections.

Second, 10 per cent. on all salaries up to \$600 in excess of the township grant beginning at \$150.

Third, a grant of \$20 to each school employing a teacher with a First or Second Class certificate.

Fourth, a grant upon the school equipment in proportion as it is brought up to modern requirements.

Fifth, a grant on school accommodations so graded according to their suitability that inducements are offered to improve the health and comfort of the pupils.

This system has been a year in operation. It has worked well. The reports from the local Inspectors show that the schools throughout the Province have been much improved already, and that the teachers are receiving higher salaries. The trustees are exhibiting prudence and enterprise in expending the larger sums placed at their disposal by the Government. The increased moneys paid to rural schools, comparing 1901 (the last year of the old regime) with 1907, are shown in the following table by counties:

County.	1901.	1907.	Increased grant.
Brant	\$1,511	\$7,453	\$5,862
Bruce	1,116	12,617	8,171
Carleton	3,197	6,540	3,193
Dufferin	1,853	5,113	3,590
Elgin	2,895	5,186	5,891
Essex	3,998	9,151	5,153
Frontenac	2,163	10,229	1,151
Grey	5,831	11,822	8,988
Haldimand	1,780	1,688	2,908
Haliburton	728	1,825	1,097
Halton	1,106	4,201	2,855
Hastings	1,046	13,549	9,703
Huron	5,038	11,317	9,279
Kent	1,015	11,322	7,307
Landton	3,983	10,926	6,943
Lanark	2,216	6,395	1,119
Leeds and Grenville	1,000	10,628	6,628
Lennox and Addington	2,130	6,160	4,630
Lincoln	1,187	1,356	2,869
Middlesex	5,915	16,266	11,251
Norfolk	2,190	5,875	3,285
Northumberland and Durham	1,772	13,915	9,143
Ontario	3,316	9,371	6,058
Oxford	3,317	11,365	7,988
Peel	1,868	5,832	3,964
Perth	3,431	11,201	7,170
Peterborough	2,246	7,155	5,209
Preseat and Russell	3,965	12,220	8,255
Prince Edward	1,517	3,795	2,278
Renfrew	4,168	8,011	3,813
Simcoe	5,990	14,321	8,331
Stormont, Lauvlos & Glengarry	5,949	12,050	6,101
Victoria	2,375	8,180	6,105
Waterloo	2,679	8,893	6,214
Welland	1,881	4,779	2,898
Wellington	3,690	11,835	8,115
Wentworth	2,102	7,509	4,807
York	1,960	17,020	12,060
	\$133,150	\$358,175	\$234,125

In this connection it may be mentioned that a book of plans for rural school buildings and school grounds will be ready for distribution shortly. The book will contain thirty-six plans for school buildings, twelve each for a one-teacher school, a two or three-teacher school and a four-teacher school; also a dozen plans for school grounds, four each for half an acre, an acre and two acres. These plans have been prepared by a competent architect and landscape gardener, and it is confidently expected will do much to improve the appearance and suitability of school buildings of the future, whether new or remodelled.

MORE MONEY FOR URBAN SCHOOLS

Having thus aided in the upbuilding of the rural schools, the Government has turned its attention to the urban schools. As a first step in their improvement the Legislature has increased the grant to urban schools from \$120,000 to \$180,000. The special grant of \$50,000 will be distributed in such a manner that the less wealthy municipalities will receive a greater share, proportionately, than the wealthier cities and towns. The basis proposed is a recognition of the grade of the certificate of the teacher employed (a direct incentive to the securing of better qualified teachers), and the length of his or her successful experience (an encouragement to make teachers choose their vocation as a permanent profession). Moreover, the Act has been amended to recognize the length of successful service in the case of the rural school teacher also.

MORE MONEY FOR HIGH SCHOOLS

The secondary schools of Ontario have received more attention and have for years been in better condition than the public schools, and in their case the need for immediate action was not so pressing. Yet, even in connection with the High Schools and Collegiate Institutes of the Province, an unwise parsimony had prevailed in the past. The full amounts of the grants earned under the law were not paid to them. The enterprise of school boards in improving the schools, in erecting new buildings, in paying higher salaries to better teachers, did not meet with the financial encouragement which they might fairly have expected. In the following table will be found a comparison of the grants *earned* and the amounts paid by the Province during the years named:

	Earned.	Paid.
1902	\$113,400	\$102,000
1903	117,413	106,714
1904	119,025	106,933

The present Government has remedied this injustice. Since its advent to power the amounts voted for High Schools and Collegiate Institutes have been as follows:

1905	\$110,000
1906	115,000
1907	128,500
1907	134,000

Moreover, during the present year an initial grant has been made to stimulate Art in the High Schools, where, in this most important department, the work has hitherto been of a very elementary character. The Minister intends that, in future, Art, including Mechanical Drawing, will receive the attention it deserves.

BETTER TRAINING FOR TEACHERS.

To provide better teachers for the schools was also an urgent necessity. Ontario was lagging behind other communities in this respect. In other countries the universities are being utilized for the training of the highest grade of teachers. A more liberal salary scale also tends to retain in the profession the services of the best qualified. In this Province not only were many of the most accomplished teachers leaving the profession with advantage to themselves; not only were many rural schools being conducted by young girls and youths without any professional training at all, and holding temporary certificates, but the schools were falling under the control of juvenile instructors, with Third Class certificates, who had taken up teaching as a stepping-stone to other occupations. This critical situation had been developing for years, with the knowledge of all concerned, and no means had been adopted to check it.

The Minister of Education decided, in the first place, to transfer the training of first class teachers and High School assistants to the Provincial University where a Faculty of Education was organized and the extensive equipment of a modern university was utilized for the benefit of the profession. Aid was also given to enable Queen's University to establish a similar Faculty.

For Normal trained teachers, it was resolved to erect four new Normal Schools at convenient points in the Province, in addition to those already existing in Toronto, London, and Ottawa. The places selected were Hamilton, Stratford, Peterborough, and North Bay, and these schools will be opened in September, 1908. They are being equipped after the most modern methods, will be provided with

experienced staffs of instructors, and cannot fail to prove effectual in producing the requisite supply of well-trained teachers.

Another vital element in the reform of professional education is the revision in the course of study at the Normal Schools. The Normal course now includes both professional and academic instruction. Not only is the instruction designed to train teachers in the theory and art of conducting the schools, but it also has in view the enhancing of their general culture and their ability to prepare pupils in the subjects laid down in the programme of studies. The Normal course, therefore, now includes instruction in language and composition, in reading, spelling, grammar, geography, mathematics, writing, and other subjects which are the basis of a useful primary education. Critics of our schools trace to neglect of sound methods of teaching such subjects as these much of the unsucccess of pupils in later life. A review of the academic course in the Normal Schools will send forth teachers well fitted to eradicate the defects complained of in the schools. Increased attention is also being given in the Normal course to elementary science, art work, etc., so that the qualifications of teachers possessing Second Class certificates may ensure their ability to impart an education of practical benefit to the pupils under their charge.

A complete reform in model school training, too, is being effected. The effort to substitute Normal for Model School training, as far as possible, is now under way. The Government will assume the financial support and control of the model schools as far as the professional training is concerned, appointing the necessary teachers and paying them liberally for this part of their duties, and retaining in existence only such Model Schools as are needed to supply enough teachers with Third Class certificates required in those portions of the Province unable to pay the salaries due to teachers with the higher training. These Third Class certificates, of higher grade than the present District certificates, will replace the District certificates now in vogue, and these, as well as all other certificates, will be issued by the Minister of Education, who will thus control and supervise the professional standing of all the teachers in the Province.

FREE TUITION FOR TEACHERS IN TRAINING

The fee of \$5 in the Model Schools and the fee of \$10 in the Normal Schools has been abolished, thus sensibly diminishing the cost of professional training to the teacher. If, moreover, the resources of the Province justify the step, a residence will be provided in connection with each Normal School, where the students can get cheap board and lodging and where their manners and conduct will be cared for.

PENSIONS FOR TEACHERS

The Superannuation Fund for teachers was instituted by the late Dr. Ryerson, the great founder of our school system, and was intended to encourage those entering on an educational career to make it their life work. The advantage of having a permanent body of men and women devoted to the work of training the youth of the land is obvious. The prospect of a moderate pension after many years of active service tends to this desirable end. But in 1885 the fund was closed. Various efforts have been made by the teachers and their associations to revive the superannuation scheme, but under the late Government no attempt was made to restore the teacher to his former privilege. The present Government has voted \$1,000 for such enquiry as may produce, it is hoped, a workable scheme acceptable to the public and to those teachers who intend to make teaching their life work.

THE OVERDONE EXAMINATION SYSTEM

It was long a crying grievance in Ontario that there were too many examinations. The fallacious theory that the educational system was a kind of ladder, one grade of school leading to another by a system of examinations, and all fitted together with the University at the top, was partly responsible for this. In point of fact, 95 per cent. of the children began and ended their schooling in the public schools. To test their competency by an examination enabling them to enter the secondary schools produced two serious evils: it provided a test which was of practical benefit only to a mere fraction of the pupils, and the test in itself brought about a neglect of the very subjects justly regarded as the essentials of a sound elementary training, namely, spelling, reading, penmanship and arithmetic. The reason of this was that pupils crammed to pass the Departmental and University examinations could not, under the system, be properly tested for their efficiency in those subjects. With many examination centres ability in reading could not be tested. Defective spelling, faulty penmanship, inaccuracies in the results of arithmetical problems (where the principle followed was correct) would have been regarded by the public as insufficient grounds for keeping back a candidate going forward to the professions or the Universities. The consequence has been that the vast majority of the pupils have not been properly equipped for commercial and industrial pursuits. These defects have actually been due to the operation of an examination system which has dominated Ontario for about thirty years.

Now, written examinations are necessary and important at different stages of the school course—examinations held by the teacher as

part of the educational process, to test the pupils, and examinations held by outsiders to test the competency of those who enter the professions, for example. But examinations like ours, so applied as to dominate every part of the school system and reduce the teacher to the level of a machine are neither necessary nor permissible in a rational system of education. Drastic measures at the outset intended to correct the evil of over-examination might work harm instead of good. The Minister of Education, with twenty-five years' personal experience of examinations for professional life, and guided by the best expert advice, has taken a safe preliminary step towards reform. He has begun with the examinations of candidates for admission to Model and Normal Schools and the departmental examinations for admission to the Faculties of Education. In future these examinations will be conducted for the sole purpose of determining the qualifications of candidates for teachers' certificates and no inducements will be held out to others to take them. A system of "Approved Schools" has also been put into operation. Pupils from these schools only (their work having been approved after careful investigation by Departmental Inspectors and certified to by the staffs concerned) will be admitted to the training institutions without examinations in writing, spelling, arithmetic, English grammar, and geography. The immediate effect will be to remove or to relieve the examination stress in the earlier years of the pupil's course; to make the personality of the teacher a more potent factor in the training of the children; and after a time, with the sympathetic co-operation of intelligent teachers and school boards, to educate better children for clerical and professional pursuits, where there is not room for them, and more for industrial and business life, where there are always openings for them.

In course of time this policy will be extended until the Department of Education has provided for the pupils of both Public and High Schools the education they need for the duties of life—as life is the main object of a school system. But a system which largely ignores, as ours has done, the necessity of vocational training as well is neither modern in character nor suited to the necessities of a Province like ours. Ontario depends for its prosperity upon its agriculture, its natural resources, and its manufactures.

CONTINUATION CLASSES

Another promise of the Government is being fulfilled in the development of Continuation and Fifth Class work in the public schools. The aim is to place within reach of all public school children, whose parents cannot afford, or do not intend, to send them to the high

schools, a more complete and thorough primary education. A special Inspector—chosen from the ranks of public school Inspectors—was placed over this work. In future there are to be Continuation Schools (doing work inclusive of, and in advance of, fifth class instruction) and Fifth Classes. Both will be stimulated by grants from Legislative and local sources. The Continuation Schools, now exceeding 100 in number, will really become Township High Schools and in due course there should be at least one in every township. The Fifth Classes at present numbering over 300, should multiply rapidly, under the new system, and will be so organized and encouraged as to place inducements before the pupils of all elementary schools to remain at their studies longer than they now do.

Continuation Class Grants More Than Doubled.

A proof of the Government's desire to develop Continuation work is seen in the largely increased grants. The amount voted has been more than doubled. The totals for five years are:—

1904.	\$18,230
1905	21,210
1906	31,576
1907.	39,899
1908.	45,000

TRAINING IN AGRICULTURE.

Hand in hand with this development of Continuation and Fifth Class work goes the policy of providing special training for Normal School teachers in elementary agriculture and horticulture and in workshop training. Special three months' courses for this purpose are being arranged at the Ontario Agricultural College, Guelph.

Teachers who have entered the Normal Schools with Model School training and at least one year's teaching experience, and who can pass by the beginning of April the final examinations of the Normal School will be afforded the opportunity of further improving their qualifications by attending the special courses. As a special inducement, their travelling expenses to and from the Ontario Agricultural College and their tuition and board there will be paid by the Government. This reform is intended to supply to rural centres teachers who are competent to interest boys and girls in country life and to impart a kind of instruction useful to them in the work of the farm or the lesser industrial occupations. The country boy has as indefeasible a right to the best education as the town boy. No barrier should be placed in his way if his parents design him for a

professional career or for city life. But if he elects to remain at home and to find prosperity and happiness in farming and dairying, his schooling should fit him for such an existence. No departure in the reconstitution of our programme of studies is more far reaching than this, and that it is not an empty promise the Government has already demonstrated by the establishment of successful agricultural departments in six of the High Schools of the Province.

AGRICULTURAL TRAINING IN HIGH SCHOOLS.

The creation of an Agricultural Department in High School work is in strict accord with the requirements of the Province of Ontario. In the special courses now provided is the germ of a great system of technical education for an agricultural population. Our Province is remarkable on the continent as an agricultural region. In quality and yield, its crops are famous. Ontario is specially adapted for scientific farming. The best financial results are secured only from what is generally known as mixed farming by expert knowledge applied to dairying, stock-raising, fruit growing, poultry keeping, etc., in all of which specialization is necessary. Without a practical application of the latest methods, our rural population is handicapped. From the nature of things, not all farmers' sons can go to the Agricultural College at Guelph. The Government, therefore, recognizes the importance of providing, at convenient centres, courses of instruction in agriculture and horticulture. At present these courses have been established in the Collegiate Institutes of Galt, Collingwood, Morrisburg, Perth, Lindsay, and the Essex High School. For pupils taking the ordinary High School course there is two years' instruction in field husbandry, animal husbandry, dairy husbandry, poultry, horticulture, forest, agricultural botany, agricultural physics, agricultural chemistry and entomology. Provision is made for short courses of the most practical kind for short-term students who can only leave the farm during brief periods. The teachers selected for these departments are graduates of the Ontario Agricultural College, holding the degree of B.S.A. This ensures their academic fitness and scientific attainments. Sums sufficient to pay the salaries of these teachers are voted by the Government. The amount for 1908 is \$9,600.

This forward step in agricultural education for High Schools, together with the efforts on foot to provide teachers possessing elementary knowledge of agriculture and horticulture for the public schools, constitutes one of the most important reforms ever undertaken by a government.

TAKING THE ADVICE OF EXPERTS.

Mr. Whitney, when in Opposition, promised to give the educationists of the Province a voice in educational matters. This promise was fulfilled in the creation of an Advisory Council to the Minister of Education. It is composed of representatives of the Public School, Separate School, and High School teachers, the inspectors, the school trustees, and the Universities. The teachers and inspectors elect their representatives on the Council by ballot in regular form. Many meetings of the Council have already been held and much useful advice has been given the Minister. Text books, examinations, regulations, the Schools Acts, have been the topics so far dealt with. Of some of Council's suggestions the Minister has already been able to avail himself. In the amendments to the Schools Acts and regulations with which the Department will deal in the near future, he hopes to be able to give effect to many more.

THE PROVINCIAL UNIVERSITY GENEROUSLY AIDED.

The University of Toronto is the property of the people of the Province and its welfare is their concern. As a State institution it was entitled to adequate support from the Legislature, just as similar universities in various parts of the United States were developed and strengthened by the enterprising policy pursued in that republic. The enlightened generosity of Michigan, of Minnesota, of Wisconsin, and of Illinois resulted in placing the universities there in a position to impart higher training in the liberal arts and the sciences to all who required it. Those institutions are strongly supported by the people at large and by no class more energetically than by the agricultural community.

When Mr. Whitney and his colleagues were in opposition they urged in the Legislature that Ontario should imitate the sagacious policy successfully pursued elsewhere. They offered to drop all party considerations where the Provincial University was concerned and to co-operate with the Ministers of that day in any measures calculated to promote its efficiency and augment its revenues. They argued that the Provincial University was founded and endowed by the State; that its right to be maintained was incontestable; and that the Province would advance its own vital interests by enabling so important an institution to keep pace with the times. It was pointed out that a policy which forced Canadian youths to go abroad for training which they ought to get at home was shortsighted and illiberal. The offer was not accepted.

One of the first acts of the new Administration in 1905 was to make a thorough investigation into the universities at home and abroad by means of a special Commission. On the report of this Commission the University Act of 1906 was passed. This Act increased the revenue of the University to a sum sufficient to provide the best training in the sciences and arts. It likewise simplified the machinery of administration by consolidating several bodies with overlapping powers and placing the full control in the hands of a Board of Governors exercising all the authority of the State. In the constitution of the first Board of Governors party considerations, according to Mr. Whitney's promise, were ignored and Reformers as well as Conservatives were chosen Governors on their merits alone and for their interest in the University. The new President, Dr. R. A. Falconer, is a young Canadian whose talents and scholastic attainments qualified him for the post and his appointment was unconnected with political wirepulling in any shape.

The Government has also been mindful of utilizing Queen's University in the higher educational work of the Province. Owing to its geographical situation and its efficiency, Queen's is in a position to serve the Eastern portion of Ontario, and a grant of \$50,000 for its Medical Faculty and an annual grant of \$9,000 for the Education Faculty have been made. Increased aid has also been bestowed upon the School of Mines and a grant made of \$70,000 for a Hygiene Institute at London, Ontario, which will be of equal advantage to the Agricultural classes in the Western portion of the Province.

REDUCTION IN THE PRICE OF TEXT-BOOKS

THE SCHOOL BOOK RING BROKEN

That the profits made by publishers of school books were excessive was repeatedly charged during past years. So burdensome had the cost of books become, both by reason of the prices and the frequent changes, that the parents of pupils stultified, for no good reason, with heavy expenditures, were exasperated and their interest in education diminished.

This grievance was especially justified in respect of Public School text-books. The authentication of more than one book for a subject was political and not educational policy. The late Government began its career with a one text-book policy. Political embarrassments forced it to sacrifice the financial interests of the public. The mechanical production of the books was inferior and did not warrant the prices charged. The retention of books on the list after they had

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 laid 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.
3. Profits were excessive for inferior books, and in the case of the Public School Readers alone, five books, the whole set costing about 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 thus 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

levels. The publishers were not compelled to live up to the terms of their contracts by proper Departmental supervision. Economy of production was rendered impossible by a multiplicity of authorized books. The cost of writing books, drawing books, scribbling and exercise books was excessive.

AN ESTIMATE OF UNDUE PROFITS.

The Commissioners made an estimate of the probable cost of the following list of public school text-books based on expert evidence:

			Retal Price
Public School Arithmetic.....	11c., not including cost of plates and royalties..		25c.
Public School Geography.....	21 $\frac{1}{4}$ c. do.	do.	75c.
Morang's Modern Geography.....	23c $\frac{3}{4}$. do.	do.	75c.
Our Home and Its Surroundings (Morang).....	10 $\frac{1}{2}$ c. do.	do.	40c.
Rose's Public School Geography.....	21 $\frac{1}{4}$ c. do.	do.	75c.
Public School Grammar.....	9 2-5c. do.	do.	25c.
Morang's Modern English Grammar.....	9 4-5c. do.	do.	25c.
Public School History of England and Canada.....	11 9-10c. do.	do.	30c.
History of Dominion of Canada.....	16 2-5c. do.	do.	50c.
Duncan's Story of the Canadian People.....	21c. do.	do.	50c.
Weaver's Canadian History.....	13 3-10c. do.	do.	50c.
Public School Physiology and Temper- ance.....	9 4-5c. do.	do.	25c.
Public School Bookkeeping.....	9c. do.	do.	25c.
Public School Algebra and Euclid.....	9c. do.	do.	25c.
Public School Agriculture.....	11c. do.	do.	30c.
Public School Domestic Science.....	9 1-5c. do.	do.	50c.
Ahn's First German Book.....	7 6-10c. do.	do.	25c.
Ahn's Second German Book.....	14 $\frac{1}{2}$ c. do.	do.	45c.

Allowing a reasonable advance on these estimated cost prices for the payment of royalties and the sums spent in producing the original plates, the margin of profit was altogether too large.

HIGH SCHOOL TEXT-BOOK PRICES TOO HIGH.

The Commissioners also declared: "The price of nearly all High School books is too high, and could be generally reduced and still allow a fair profit to the publisher."

The above outline of the defects inherent in the school book policy of the Province previous to 1905 is a revelation of the obstacles which had to be encountered and overcome by the present Minister of Education on assuming office. The text-book question alone, without considering the numerous other educational problems of prime importance, is a vast subject of itself.

In beginning the work of reform, the Government has had to keep in view, first, the educational efficiency of the text books, secondly, their cheapness. The first consideration cannot be sacrificed to the second. Nor can the second be overlooked. Consequently, progress has necessarily been slower than in some other branches of educational reform.

NEW SCHOOL READERS BEING PREPARED.

In providing better books, the opinion of experienced educationists has been sought, the needs of the schools carefully weighed, the claims of new and improved books examined. A Committee to prepare a new set of Public School Readers has been appointed consisting of experienced Public School teachers and Inspectors with Dr. D. J. Goggin, as managing editor. This Committee is now at work and a new series will be ready when the present arrangement to supply the schools with the Ontario Readers expires next December.

BREAKING UP THE SCHOOL BOOK RING

In making this temporary arrangement, the Government broke up the school book ring. The contracts for the old readers having come to an end, it was decided to throw the printing and supplying of the books open to public competition. This at once reduced the prices, for the publishers were forced to compete with one another. The lowest tender was accepted. The effect is seen in the following comparison between the former prices charged for the Public School Readers and the present reduced prices obtained by open competition.

ONTARIO PUBLIC SCHOOL READERS.

	Former Prices	Reduced Prices.
First Reader, Part I.....	10c.	5c.
First Reader, Part II.....	15c.	7c.
Second Reader.....	25c.	9c.
Third Reader.....	35c.	13c.
Fourth Reader.....	45c.	15c.
Total for the set.....	\$1.30	49c.

A considerable reduction in the prices of the literature texts for the High Schools has also been secured. These reductions are as follows:

	Former Price	Present Price	Reduction %
English Literature Texts	50c	20c	60
Editions without annotations at 15c. and 10c. each			
French Literature Texts	40c	15c	62½
German Literature Texts	50c	25c	50

An edition with limited annotations at 15c.

The whole question of the cost and improvement of all school text-books is now under consideration by the Minister of Education, and the Government has announced that should any combination of publishers attempt to control prices and extract from the public unjustifiable profits, the Department itself will publish the books. The day of monopoly is gone forever.

A complete change will be made in the system of preparing and publishing books for the Public Schools. In future only one book will be authorized in each subject. The authors will be selected or approved by the Department and a lump sum, not a royalty, will be paid them for their work. The Department will have full control of each book, and the printing and publishing thereof will be let by public tender to the lowest bona fide tenderer. The mechanical production will be carefully guarded and will be under constant supervision. By means of the single book policy and the letting of the contract to print and publish for as long a term as educational efficiency warrants, the lowest practicable price can be obtained. By publishing itself, if necessary, the required text books, the Education Department will defeat any combined attempt to secure unreasonable profits.

In the case of High School text-books, the Department will, when practicable, own or control the copyright of each book for the Province, and, as far as is consistent with the welfare of the secondary schools, the one-book policy in each subject will be adopted. In the case of both the High Schools and the Public Schools the number of books authorized will be kept as small as possible, and in order to relieve the pupil from the obligation of purchasing too many, encouragement will be given school libraries to provide a sufficient supply of supplementary text-books and of reference books for use in the class room.

THE PERSONNEL OF THE EDUCATION DEPARTMENT

It is charged that the Minister of Education and his Deputy and the Superintendent are not qualified for the work of administering the school system, in particular, that they lack knowledge of the Public Schools. The facts refute the charge. The present Minister of Education, Hon. R. A. Pyne, M.D., LL.D., has devoted most of his life to educational matters. He was educated in the Public and High Schools of Ontario and received his degrees of M.B. and M.D. from the University of Toronto. He was chairman of the Public School Board of Toronto for several years, and was later a member of the High School Board. In his professional career he acquired an intimate knowledge of the questions affecting the health and training of the people as an assistant surgeon in the Toronto General Hospital; as a member of the first Board of Health of Toronto; and as a member of the medical staff of the Toronto Asylum. For twenty-seven years he was Registrar and Secretary of the College of Physicians and Surgeons of Ontario, during that period conducting the College examinations as well as being associated with the preliminary examinations. He thus gained a complete insight into the working of the examination system. In respect to public libraries, which are under the control of the Minister of Education, he became familiar with that work as a member of the Toronto Public Library Board, and was its chairman for several years. Few public men have been so long in close personal contact with the various subjects dealt with by the Department of Education.

The Deputy Minister of Education, A. H. U. Colquhoun, B.A., LL.D., was educated in the Ontario Public Schools, and in the Protestant Public Schools and High School of Montreal. On completing his school course, he was awarded the High School medal for general proficiency and the Governor-General's medal for English and Canadian history. He is a B.A. of McGill University, having graduated with first class honors in the English language, literature and history course, and was awarded the Shakespeare gold medal for the highest marks in these subjects. Joining the press, he was for twenty-five years a writer of recognized authority on educational and other public questions in Ontario. He divided with Mr. William Houston, M.A., the prize awarded in 1903 by Queen's University for the best essay on Universities and Journalism. He was a member and the Secretary of the Royal Commission of 1905 to enquire into University education at home and abroad and to recommend a new scheme of administration for the Provincial University. This report was the basis of the new University Act. He received the degree of LL.D. from the University of Toronto.

The Superintendent of Education, John Seath, M.A., LL.D., has for over forty years been a foremost figure in the Public School and High School work of Ontario. He attended both Glasgow University and Queen's College, Belfast, and is a B.A. of the Queen's University, Ireland; an honorary M.A. of the Royal University, Ireland; an LL.D. of the University of Toronto and also of Queen's University. During his college course he obtained many prizes in different subjects, and on graduation, at the early age of seventeen, he stood first in Natural Science, winning the gold medal and exhibition. He was head master of the Brampton High School for seven years, being for two years in charge of the Public Schools as well; was Principal of the Oshawa High and Public Schools until 1871; Principal of the Dundas High and Public Schools until 1871; Principal of the St. Catharines Collegiate Institute until 1881, when he was offered the position of Inspector of High Schools by Hon. G. W. Ross. During his connection with the Public Schools he had full charge of both the teaching and organization in them. He was a member of the Central Committee of Education established by Hon. A. Crooks, and continued for some years by the Hon. G. W. Ross, and shared in the organization of all parts of the system. He was a member of the examination board controlling the Departmental and University examinations, and under the Hon. R. Harecourt he had charge of the preparation of the Regulations of 1901, which modernized the courses of study for both the High and Public Schools. He was for nine years a member of the University Senate, and has taken a leading part in the reorganization of both primary and secondary education. He is the author of several important reports on education, including one on technical education.

THE SCHOOLS IN NEW ONTARIO

The present Minister of Education has from the first exhibited special interest in the schools of the northern districts, and has taken vigorous measures to strengthen and develop them. In this policy he has had the constant assistance and advice of the Hon. Frank Cochrane, the Minister of Lands and Mines, whose intimate knowledge of the north country and whose deep concern in its welfare have been invaluable.

At the outset the Government decided, in dealing with New Ontario, to regard the educational problem there as different in some of its essential features from the same problem in the older and more thickly settled portions of the Province. Exceptional measures, therefore, were deemed advisable, both in respect to the amount of money to be given and the method of distributing it. The Minister has twice summoned the Inspectors from the districts to a conference in Toronto,

and has drawn upon the information possessed by these officials respecting the schools under their supervision. From the knowledge thus gained, a policy has been put in operation which will, it is hoped, if continued for a few years, place the educational facilities of the new districts on a better basis. The creditable zeal shown by the settlers to give their children the benefit of a good practical education will be stimulated by the Department in every reasonable way. Some of the steps already taken in behalf of the school system in the new districts may be here briefly summarized:

A Normal School of special character is being erected in North Bay to train teachers for the schools of the northern districts.

A special grant has been made toward the establishment of a technical school at Sault Ste. Marie, which is an important industrial centre.

Grants are being made, where absolutely necessary, toward the cost of building new schools in places where the settlers are shown to be unable to bear the whole expense themselves.

An increased sum is being voted to establish night schools in such places and under such conditions as the Inspectors recommend.

A sum is being paid toward the cost of holding Teachers' Institutes, with a view to encouraging this important factor in educational progress.

Increased grants will be made this year toward the consolidation of schools, to aid in providing means for the conveyance of pupils to central points.

The total grants paid to the schools of the districts have also been largely increased, as will be seen from the following table:

	Grants in 1904	Grants in 1907	Increase
Algoma.....	\$ 7,898	\$13,324	\$ 5,426
Muskoka.....	10,175	14,851	4,679
Manitoulin.....	5,620	9,787	4,167
Nipissing.....	7,683	17,757	10,074
Parry Sound.....	10,915	16,840	5,925
Rainy River and Thunder Bay....	4,981	9,953	4,971
Temiscaming.....	630	1,110	480
Total.....	\$17,902	\$83,625	\$35,722

AMOUNT SPENT ON EDUCATION.

The liberality of the present Government in the matter of School Grants is the strongest evidence of its desire to place the educational interests of the Province on a stronger footing than ever before.

The following comparison shows to what excellent purpose the increased expenditures of the Province are being put.

	1901	1908
Rural Schools, counties.....	\$123,033	\$381,843
Urban Schools, counties.....	120,000	180,000
Assisted Schools, counties.....	15,000	25,000
Assisted Schools, districts.....	.....	12,000
Schools in new districts.....	15,000	85,000
Consolidated Schools, new districts.....	.....	1,500
Kindergarten Schools.....	3,250	5,000
Night Schools.....	250	1,000
Agricultural Instruction in Rural Schools.....	1,000	2,000
Flags for Rural Schools.....	.....	5,000
Model Plans for Rural Schools.....	.....	1,050
Continuation Classes, Fifth Classes.....	20,000	45,000
Model Schools.....	10,000	10,000
English French Training Schools.....	800	3,000
Teachers' Associations.....	3,000	3,750
Inspection of Schools.....	67,750	94,950
Normal Schools.....	77,100	161,915
Preparation of new Text Books.....	.....	10,000
Faculty of Education, Toronto University.....	.....	15,000
Faculty of Education, Queen's University.....	.....	9,000
High Schools and Collegiate Institutes.....	110,600	153,700
Ontario Normal College.....	12,200	.....
Technical Education.....	25,000	30,000
Teachers' Superannuation.....	63,300	65,650
School for the Deaf and Dumb, Belleville.....	49,306	57,518
School for Blind, Brantford.....	31,273	41,126
University of Toronto.....	143,715	342,683
School of Mines, Kingston.....	37,000	42,000
	\$961,577	\$1,784,685

