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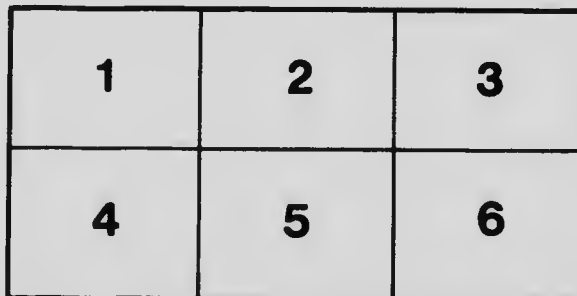
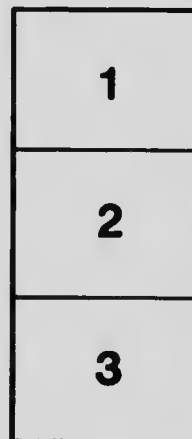
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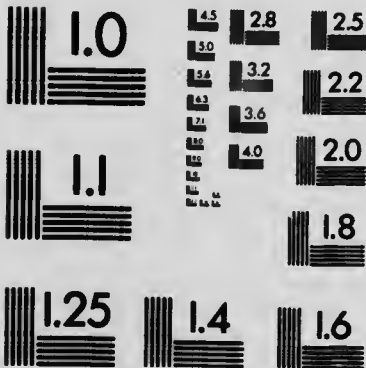
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**THE
EDUCATIONAL QUESTION**

**AND THE
SCHOOL BOOK OUTRAGE;**

**THE MALADMINISTRATION OF
Ontario's Educational Interests**

**AND THE
Remedy Proposed ^{by} _{the} Opposition**

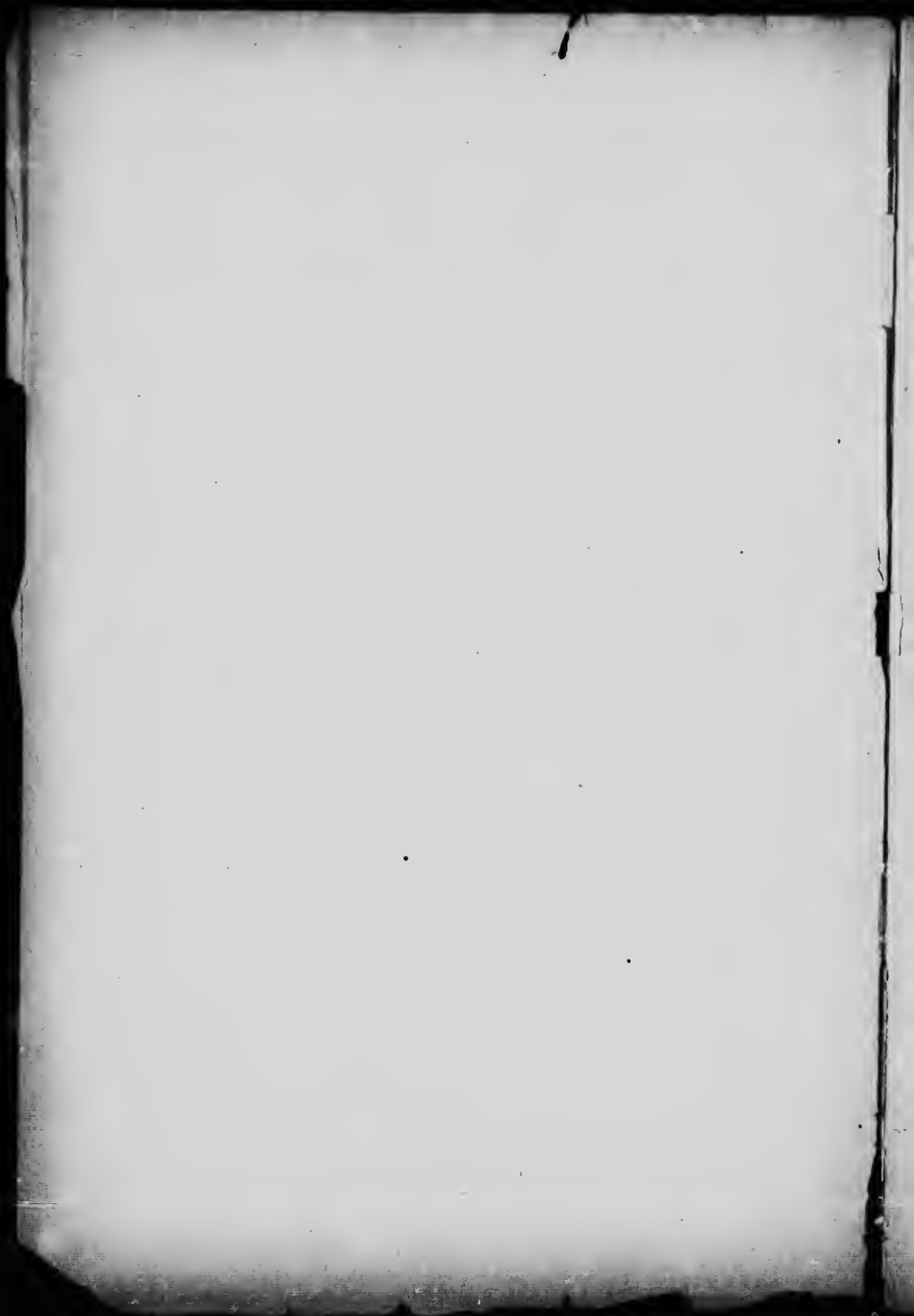


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The Education Department

AND

ITS NEEDED REFORMATION

Great is the dissatisfaction throughout the Province with the administration of this Department. Popular opinion is very strong against the political favoritism as manifested in the Text Book Ring scandal and the examinations. It is no wonder that the great body of intelligent teachers should be dissatisfied with a system that sacrifices our educational interests to political intrigue and wire-pulling; that debases instead of elevates; that destroys independence, and makes of the teacher a subservient slave, who feels that the cheaper qualities of "hustle," "influence" and "pull" are of more practical value than industry, application and devotion to duty. We say we do not wonder at the dissatisfaction when we consider the importance of this question.

IMPORTANCE OF EDUCATION.

If one were obliged to say what subject, apart from our great industrial activity, is uppermost in the minds of thoughtful men, he would say **EDUCATION.**

There is visible evidence, both of the earnestness and of the diffusion of interest in the subject. It would be an impressive spectacle, if one could see at a glance the whole prodigious educational activity in the land. Never were there so many, nor such princely, benefactions bestowed upon universities and colleges as at the present time; never before had the colleges so large an attendance; nor the technical schools; nor the professional schools (except the schools of theology); nor the public schools. But more impressive than the mere magnitude, is the improvement in method and the extension of special forms of work, such as technical education and the wonderfully rapid extension, in some countries, of manual and industrial training (as a matter of mind-culture as well as hand-training). This last is the most striking

single fact in present educational progress. It is no longer disputed that pupils who are taught to do things with their hands do better work also with their mind than those who do not have manual training. Hence, the boy from the farm often surpasses the city-bred boy (who has had MORE so-called educational advantages), not only in his school and college classes, but also in the pursuit of wealth, power and position. The most noteworthy movement in educational work in the near future seems likely to be based upon this fact.

ONTARIO NEEDS AN ADVISORY COUNCIL.

It is a movement straight towards common sense and towards the strengthening of democratic character. As this is a question which affects the whole people, and one which requires the ripest judgment of the wisest men, as well as the experience of practical teachers, to arrive at the best results, the Opposition policy is that there should be a Consultative or Advisory Council, representing each of the many and varied interests of our educational system, to advise the Minister at all times; that this Council should not be appointed by the Minister, but should be as far as possible removed from political influences. The Public Schools, the Separate Schools, the High Schools and Collegiate Institutes, the Colleges and Universities, should each have their representatives in this body, chosen by themselves. This would be an effective check upon one-man power, without abolishing Ministerial responsibility to the Legislature and the country.

THE OPPOSITION POLICY.

Mr. Whitney's policy on this question is very clear. In 1898, on the 14th Jan., the Government's educational policy being the subject of debate, he made the following motion:—

"This House observes with anxiety the evidences of dissatisfaction in the public mind with the working and results of the educational system of the province, and is of opinion that a scheme should be devised by which the sphere of the Public Schools may be remodelled and where necessary widened and enlarged, with the view of affording to those pupils whose education begins and ends in such schools such further and increased educational advantages as may be practicable. This House is also of opinion that, among other desirable changes, there should be created a Consultative or Advisory Council, for the assistance of the Minister of Education, on which council should be represented all the teaching bodies in the province. And this House is also of opinion that steps should be taken to reduce the price of school books, and thus lessen materially the burden now imposed and borne by the people of the province, by reason of the large sums they are compelled to pay for such books."

This motion was voted down. Mr. Ross has endeavored to suggest that Mr. Whitney's idea was not a consultative body chosen by teachers, but a body to be appointed. Mr. Whitney, speaking in Victoria Hall, Sept. 3rd, 1901, said:—

THE CONSULTATIVE COUNCIL.

With regard to our attitude in relation to this, I find that in Port Perry Mr. Ross gave the information—it was information to me, my friends; very pleasant to hear, indeed—Mr. Ross abandoned the jeering attitude with regard to my proposition of a consultative council, and he declared there that this idea of mine had been advocated during the past year—that is three or four years after I originated it—by the Educational Council in England, and it had been publicly advocated by two members of no less repute than the Duke of Devonshire and the Archbishop of Canterbury. And what do you think he proposed? He said: "I would be willing to accept Mr. Whitney's idea, and let him appoint half of the council, and I would appoint the other half." Now what a council that would be? (Laughter.) How much the educational interests of the people would be considered by that council; it would not be what Mr. Ross thought or what Mr. Whitney wanted that would be considered at all, would it? But my proposition was that the Public School teachers, Separate School teachers, High School teachers, professors in colleges and universities should, each class of them, elect or choose certain representatives to form this consultative body, whose advice would be at the disposal of the Minister at all times. And it is coming to that. (Hear, hear.) In order to prove that my ideas and the ideas of those who agreed with me in this matter, both in the Legislature and out of it, with regard to the present condition of education are not exaggerated, let me read you a few words of that great man, Sir Daniel Wilson, the principal of the university, in his convocation address as long ago as 1888, on the uniformity of the Public School system of Ontario examinations, that festering spot on the educational system of the Province of Ontario. Now, Sir Daniel Wilson said:—

"In truth, professors and students are alike in danger, under the modern system of elaborate programmes, of recognizing the examiners' report and the place in the class lists as the supreme aim and final goal of an academic career. The educational system which drifts into such courses is on the highway to become a mere machine, regulated by the clockwork of some central board to whom a grand paper programme is the primary essential. It leaves no room for the men on whom the reputations of universities have ever most largely depended; and no time for the wider range of spontaneous and suggestive illustration, best calculated to stimulate the enthusiasm of the gifted student. The more latitude a thoroughly qualified teacher enjoys the greater will be his success in all but routine work. His method may fall short of the departmental standard, but it is his own and the one by which he will produce the most successful results."

And they are golden words in my humble opinion. Now, then, let me read to you a few words by Principal Grant, of Queen's University, and you will see in what good company the Conservative Opposition in the Legislature are.

"Addressing the Carleton County Teachers' Association, Principal Grant, of Queen's University, dealt a hard blow at the Ontario Public School system. He stated that Ontario had passed from a state of disorganization to a worse state of organization, in the blind belief that all that was needed was more organization. In the old stage all depended on the pupil's own independence. Now a teacher could only reach him through a class and study organization, which was not effective. He also deplored the fact that the pupil's early efforts were devoted so much to written examinations, thus cramping the mind and destroying the vitality. No two minds were alike, yet, according to the Ontario system, all were passed through the one groove of study. According to modern ideas, the study of abstracts was given the preference over the realities, whereas but one mind in a hundred was capable of dealing with the abstract."

I wish also to read a few words from Professor Goldwin Smith. Mr. Ross objects to my idea of the consultative body because it interfered with the responsibility of the Ministers. My proposition was made perfectly clear that the Ministers should not be obliged to take the advice, and therefore it would not interfere with the responsibility. Professor Goldwin Smith says:—

"Next to the timber bill, the most important thing in the session of the Ontario Legislature was Mr. Whitney's pronouncement in favor of a reform in the Department of Education. To his proposal of an Advisory Council of experts for the assistance of the Minister, Mr. Ross is reported as having replied that it would be impossible for a Parliamentary Minister to act with an Advisory Council. Why so? In England both the Parliamentary Minister for India and the Parliamentary First Lord of the Admiralty act with advisory councils of experts, and no difficulty has been found in either case. The title of the Minister of Education himself is Vice-President of the Committee of Privy Council of Education, the Privy Council being a non-Parliamentary body; and he has also experts to assist him. It is to be hoped that Mr. Whitney, having put his hand to this plow, will not turn back. If he goes forward he will carry with him the best wishes of all true friends of education."

And he will not turn back. (Loud cheers).

A GREAT YEAR FOR EDUCATIONAL GIFTS.

The record kept by the editor of Appleton's Annual Encyclopedia, of gifts for educational purposes in the United States, including libraries, during the year 1901, shows that the sum reached more than 107 millions of dollars.

During the last nine years the sums have been 29 millions, 32 millions, 32 millions, 27 millions, 45 millions, 38 millions, 62 millions, 47 millions, and (in 1901) 107 millions. The recent unparalleled endowment of educational institutions has turned men's thoughts to the whole subject, how best to build up the people. Here are three views of three thoughtful, college-trained men, recently published in an American magazine:—

1. One believes in directly helping capable young men;
2. Another in endorsing scientific research, without regard to individuals;
3. And the third in bending all energy to the building up of THE RURAL PUBLIC SCHOOLS, in order to reach the neglected masses.

It is of comparatively little importance to society that a few thousand young men and women are receiving college education so long as millions, who are of as great natural capacity, are receiving NO TRAINING AT ALL. Now, what does Mr. Whitney say?

Speaking at Toronto, Sept. 3rd, 1901, he says:—

QUESTION OF EDUCATION.

"Now, then, I will come to the question of education. I cannot deal with the High Schools to-night. I must confine myself for the present to the Public Schools. As a matter of fact, 95 per cent. of our children go to the Public School, and never go anywhere else and their education begins and ends in the Public School. That is enough to arrest the attention of any ordinary listener, and compel him to agree that nothing can be of more importance to be considered by the people and their representatives than the management of the Public Schools of this province.

Mr. Ross has declared that the Public School is a stepping-stone to the High School, and the High School a stepping-stone to the college, and the college a stepping-stone to the university, and here, he says, we have our educational chain complete. You see, Mr. Ross cannot consider any one of these institutions without regarding the whole chain and its polish, and the beauty and noiseless movement and the symmetry of the machine—of the chain, I should have said—(Laughter)—which attracts Mr. Ross' attention, rather than the merits of each separate system or scheme. We say the gulf that separates Mr. Ross' position from ours is wide and deep; we say the Public School of this province in which the 95 per cent. of the pupils have to receive all their education should be a substantive institution by itself, self-centred, so to speak, and should be governed with reference to two facts: first, that the large majority of the children who enter there can never go any further in the pursuit of education, and that the system or plan of education should have reference to the future lot in life of the pupils who do go there and who form and comprise 95 per cent. of the people of this Province of Ontario.

And we say now, without going into details, that to-day in the Province of Ontario the pupils in the Public schools are not afforded an opportunity to spend all their time in the acquirement of that education which would best fit them for their future lot in life, having regard to the fact that they can go no farther. I say, and I have said it on 150 platforms in Ontario and never been contradicted once, that there is not a pupil in the Public school who does not have to fritter away a certain amount of his time on subjects, an advantageous knowledge of which must be got in some higher institution than the Public school, while this poor child can never go there. (Applause.) As long as that assertion is true, so long the necessity remains for a radical revolution in our entire educational system. (Applause.)

I said something of this nature before the House here in Toronto as long ago as 1893, and I was jeered at and laughed at by Mr. Ross, the then Minister of Education, but luckily for me and the people, the following year there was a convention of Public school teachers of this province, and they not only took the position which I had taken, but they even went further, and, consequently, Mr. Ross came down the next session with a little graver face, and he passed the amendment to the law, bringing into existence what are known as continuation classes. But the continuation classes, for reasons which I can't dilate upon now, do not bring about the advantages which I wanted. In 1895 and 1898 I proposed amendments in the Legislature. The one in 1895 was this:

"It is desirable that provincial expenditure for educational purposes should be so appropriated and apportioned as to provide equitably, as far as may be, for the requirements of the whole people; that the interests of higher education are well served by the High schools, Collegiate institutes, Colleges and Universities of the Province; that the educational advantages at the disposal of the great mass of the people, through the medium of the Public Schools, are not in proportion to their just claims under an equitable distribution of school expenditure, having regard to the relative merits of primary and higher education, and particularly to the fact that ninety-five per cent. of the children of the province receive all their education in the Public schools, and that, in the opinion of this House, a scheme should be devised by which the sphere of the Public school may be widened and enlarged so as to afford to the children of the agricultural population further and increased opportunities of obtaining such higher education in the Public schools as may be practicable there."

That was the first motion made by me, and the next one was made, and was voted down, of course—I need not tell you that. (Laughter.)

EVIDENCE OF PUBLIC DISSATISFACTION.

No better evidence of the dissatisfaction with the Public schools could be desired than the way in which private schools and colleges have in recent years sprung up and flourished. Prior to the passing of the Act, in 1875, the country was full of this class of schools. As soon as this Act came in force these private schools and academies began to decline, and most of them succumbed for want of patronage. But in the last ten years they have been springing up like mushrooms. We have only to mention such schools as Ridley College, St. Catharines; St. Andrew's College, Toronto; St. Margaret's College, Toronto; Pickering College, and numerous others might be named, all full to overflowing, while the attendance at our Public schools and secondary schools is much smaller than it was even four years ago, according to the Minister's last report. It is not more than ten years ago that Pickering College had to be closed for want of patronage, but to-day they can't find room for all who apply to get in.

THE COST OF TEXT BOOKS.

A SHORT OUTLINE OF HOW ONTARIO PARENTS AND TEACHERS HAVE BEEN IMPOSED UPON AND OVERCHARGED.

One of the principal grievances that exist throughout Ontario against the Ross administration is the iniquitous school-book monopoly. Everyone is familiar with the cheapness with which books are produced nowadays. Let anyone compare the prices of books authorized by the Minister of Education with the ordinary books of commerce, published under competition, and he will soon realize the extravagant prices at which the former are sold. Every process in the manufacture of books is much cheaper to-day than at any former time. Paper is a great deal cheaper, while the mechanical processes connected with printing have been improved and cheapened in every direction. There is no doubt that the books used in our schools could be profitably sold at 50 per cent. less than the prices now charged.

THE SECRET COMMISSION.

In 1897, just before the general elections, Mr. Ross got excited over the attitude of the people with regard to the price of school books, and he issued a commission secretly, without the knowledge of the public, without the knowledge of the press, and without the knowledge of the members of the Legislature, empowering certain very estimable gentlemen to enquire into the price and cost of school books and report on that. And on the last day of the session of 1898 the report of these gentlemen was put upon the desks of the members. These commissioners met in secret, and there was a list of twenty witnesses given to them, one of whom was the accountant of the Education Department, another the Assistant Queen's Printer, and the remaining eighteen were all connected in some way with the publishing of school books, either as paper manufacturers, printers, binders or booksellers. Here are the names of the witnesses:—

H. L. Thompson, A. W. Thomas, A. E. Whinton, of the Copp, Clark Co.

S. G. Beatty, Henry P. Carson, of the Canada Publishing Co.

Rev. Dr. Briggs, Robert Milne, Richard Whittaker, of the Methodist Book Room.

W. P. Gundy, W. D. Jones, of W. J. Gage & Co.

Dan. A. Rose, of Hunter, Rose & Co.

Alex. Buntin, W. Crichton, of Buntin, Reid & Co., paper manufacturers.

John R. Barber, M.P.P. for Halton, paper manufacturer.

Robert Brown, of Brown Bros., T. G. Wilson, of Wilson, Munro & Cassidy, bookbinders.

Robert G. McLean, James Murray, printers.

These witnesses gave evidence, and no one will be surprised to learn that the commissioners reported that the cost of school books was not too high. That is precisely what they were appointed for. Mr. Whitney, having been informed that much of the evidence given was false and intended to show the commissioners that the price at which some of the school books were sold was lower than the actual cost, Mr. Matheson asked in the Legislature recently that the evidence be brought down. After an angry debate, in which both Mr. Ross and the Minister of Education took part, they agreed to the motion and promised to bring down the evidence. But, after waiting some days, Mr. Matheson again asked when the evidence was to be brought down, and it was not until he had asked for it at least four or five times that the Minister informed the House that there was no evidence. If that were true, why did he not say so in the first debate, or when he was asked to do so subsequently? The bill of costs shows about \$75 paid for stenographers' fees. This would mean about 200 foolscap pages of evidence.

The fact is, they dare not bring down the evidence, as it would have corroborated the statement made to Mr. Whitney, that it was false and intended to deceive.

What became of the evidence? There is no manner of doubt that, like the West Elgin ballots, it was burned.

How long will the Ontario electors stand this kind of thing? One often wonders if there is such a thing as a public conscience in Ontario.

COST OF THE COMMISSION.

The electors may be interested in knowing what this commission's report, which was nothing more than a Government campaign pamphlet, cost. Here are some of the items, taken from the Public Accounts, 1898, page 468-9:—

Judge Morgan..	\$450
James Bain, jr..	210
J. Blackett Robinson..	210
Wallace Nesbitt (legal fees)..	300
F. N. Nudel, clerk in Education Department, and paid as such yearly salary..	100
L. W. McKorkindale, caretaker Education Department....	30
A. W. Briggs (legal fees)..	50
Kerr, Bull & Rowell, legal services..	642 21
Mr. Rowell is one of the directors of the Globe, and was the Liberal candidate in East York in 1900.	
Kerr, Bull & Rowell, witness fees..	240
Kerr, Bull & Rowell, stenographers' fees..	74 45
Warwick Bros. & Rutter.....	16 34
W. Barber & Bros., paper.....	8 73
F. Doane (cab hire)..	14 50
	<hr/>
	\$2,346 63

N.B.—This does not include the printing of the report.

Judging from the sum paid for legal services, the Government must have been determined that no witness should be allowed to state anything that would enable the public to form any idea of the cost of books.

WHAT THEY REPORTED.

That the following books might be reduced:—

First Latin Book, from \$1.00 to 75c.

High School Bookkeeping, from 65c. to 60c.

Public School Geography from 75c. to 60c.

P. S. Writing Course, Vertical Series, 1—6, from 7c. each to 6c. each.

Primary Latin Book, from \$1.00 to 75c.

Not in one single instance has there been a reduction made. Why? Because in every instance specified, either new books or new editions were in course of preparation, and consequently it was quite safe to recommend a reduction "if continued after the end of 1898." What did they say about the books which were to be continued? On page 11 of their Report, speaking of the High School Grammar and High School Geography, published by the Canada Publishing Co., they say:—

The publishers have realized a good profit on these books, which has been sufficient, after deduction for a living profit, to pay off the capital account and leave a moderate surplus; the circulation, however, of these books is small, and the plates will have to be renewed; we do not, therefore, think that the profit is so large as to call for any reduction."

In the same sentence, they say the circulation is small and the plates will have to be renewed.

It does not require an expert to tell you that if the plates were worn out the circulation must be very large. Everyone knows that a very large edition can be printed from a set of plates before they show signs of wearing. Printers who are accustomed to handling this kind of work will tell you that, with careful handling, a quarter of a million copies can be run off before the plates will show signs of wear.

As the number of pupils studying these subjects in the High schools is about 17,000, it is fair to assume that not less than 10,000 of each were sold annually. The net profit to the publisher, after paying his royalty, interest on capital invested, running expenses, etc., could not be less than 27c. each, which would mean a net profit of \$27,000 on each of these two books on the ten years' contract.

Speaking of the "PHYSIOLOGY AND TEMPERANCE," the commissioners say:—"The price of this book is too low. It is published absolutely without living profit of any kind, and but for the very large sale, the publishers would suffer loss in not being able to realize the capital account."

The saving clause seems to be the phrase "living profit."

As there are about 200,000 pupils taking this subject, the annual sale cannot be less than 100,000. The book cannot cost more than 10c. at the outside to manufacture. It sells for 25c. Assuming that the net profit is not more than 8c. per copy, this would give the very handsome profit of \$8,000 on 100,000 books, or \$80,000 on the usual ten years' contract.

HIGH SCHOOL ALGEBRA.

"The capital account has not as yet been realized on this book, the profit is not excessive, and the price cannot reasonably be reduced." So reported the commissioners. In the first session of 1897, Mr. Robertson, one of the

authors of the High School Algebra, was examined before the Public Accounts Committee (see Journal), he stated that they received 15 per cent. on the retail price as royalty, equal to 11 1-4 cents on each copy. On being asked if he received \$800 a year for his half of royalty, or \$1,600 for Mr. Birchard and himself, he declined to answer, and the majority of the committee, Messrs. Cielland, Davis, Harcourt, Haycock, MacNish and Middleton, voted to sustain the ruling of the chairman, Mr. Charlton, that Mr. Robertson need not answer the question, on the ground that "we have nothing to do with the private affairs of a gentleman." It is worthy of note, in passing, that four of these six members were left at home at the last general election.

It is fair to assume that Messrs. Robertson and Birchard have been receiving \$1,500 yearly for the past fifteen years for royalty on this algebra, or \$22,500 for work that would have been well paid for at \$1,000.

The Minister's Report for 1901, page viii., shows that there are, on an average, about 22,000 pupils studying algebra in the High Schools alone, and on that basis the annual sale should be not less than 14,000 to 15,000 copies.

At the time that the commission made their report, there must have been sold not less than 150,000 copies, so that the worthlessness of their report is apparent.

WHAT THE ALGEBRA CAN BE MADE FOR.

Estimating on an edition of 15,000 copies, the composition, press work, proof-reading, paper, binding, and, including cost of set of plates, would not be more than \$2,900, or less than 20c. each. Adding the royalty of 11 1-2 cents we have the cost, 31c., and, as the trade price on this book was 57c., there was a net profit of 26c. on each copy. In other words, the sale of the first year not only paid the capital account, but gave over and above a net profit of not less than \$3,900.

THE PUBLIC SCHOOL GEOGRAPHY.

This book has been in use since 1887, and has been often held up to ridicule in the public press as being absolutely incorrect in its statements and antiquated in almost every particular.

The commissioners were compelled to admit that "the annual profit has been sufficient to give the publishers a fair living profit, and, at the same time, gradually pay off the capital account, which is now fully paid, leaving a reasonable surplus of LEGITIMATE profit. The price may now fairly be reduced to 60c. if continued after the end of 1898." Has it been reduced? Not one cent. But, as the old plates were about worn out, and the Government had become ashamed of the ridicule which was heaped upon the old book, a new one was ordered to be prepared. That is, a gentleman who had been promised the job of preparing a new grammar, and had actually prepared it and

had it accepted, was given the task of preparing a new geography as compensation for the grammar being given to another man, who had a stronger "pull."

The Geography carried no royalty. Mr. Bryant was given a lump sum (\$700) to prepare it. The cost of manufacture could not be more than 20 cents at the outside, and in quantities such as were used it probably cost no more than 16c. For a number of years the book sold at \$1.00 retail, or 75 cents wholesale, but was reduced to 75c. a few years ago. Accepting the latter figure as the selling price, and the cost as 20c., the net profit on each book would be 57—20, or 37c. each. As the Minister's report gives 316,000 as the number of pupils in the Public schools studying geography in 1887, the year in which the book was authorized, the number requiring the book the first year of publication could not be less than 250,000, and in subsequent years it is fair to assume that not less than 100,000 were sold each year. This would give us for the fifteen years 250,000 plus 1,400,000, or 1,650,000 books. Supposing that the net profit were not more than 35c. each, we have the enormous figure of \$577,500, representing the profit of one firm on one book!

This is what the commissioners called a "legitimate profit."

THE ONTARIO READERS.

Few people know what a gold mine for the publishers this monopoly is. The publishers paid \$9,000 to the Department for a set of plates and the exclusive right of publishing for ten years. These publishers, better known as the "school book ring," are: W. J. Gage & Co., Copp, Clark & Co., and The Canada Publishing Co. The immense profit can be worked out from the following table of prices, pages in book and number of pupils using same. The figures are taken from the Report of the Minister of Education for 1901:—

ONTARIO READERS.

	Pages.	Pupils Using.	Price.
First Reader, Part I..	64	177,614	10c.
First Reader, Part II..	94		15c.
Second Reader..	184	88,836	20c.
Third Reader..	280	94,069	30c.
Fourth Reader..	344	84,507	40c.
High School Reader..	512	*17,468	50c.

*This is exclusive of what are used in the High schools.

The ring do not always print these books themselves, but farm out the printing and binding and pool results. Their contract calls for paper at 6c. a lb. Anyone familiar with paper knows that he can supply the identical paper used at 4 1/2c., or, in large quantities such as they use it, at 4c. The contract also calls for ink at \$2.00 a pound, but, as a matter of fact, the ink used costs only 30c.

We purpose to take the smallest book of the series, First Reader, Part I., and show its actual cost and the profits in one year on this little book. "Et crimine ab uno disce omnes."

W. J. Gage & Co. once contracted for the manufacture of this book (including paper, printing, folding, gathering, stitching and binding), all complete, as low as \$20 per thousand, or 2c. each, and have paid as high as \$24.50 per thousand. Granted that the book costs 2 1-2c., the outside figure, the book sells for 10c., and allowing the trade the 25 per cent. discount, we get the selling price as 7 1-2c., or a net profit on each book of 5c. They have had printed at a single time as many as 150,000, which would give them \$7,500 profits in one year, on this one little book—the smallest of all. And the profit increases pro rata with the number of pages. What must the profit be on the series? Do you wonder that the Opposition contend that the price of these books should be reduced? The School-Book Ring is robbing the public.

INFERIOR QUALITY.

Let anyone compare the quality of the Ontario Readers with either the Twentieth Century Readers, published by Rand, McNally & Co., Chicago, or with the Cyr Readers, published by Ginn & Co., of Boston, or with the Barnes' Readers, published by the American Book Co., New York, and he cannot help being struck with the inferior "get-up" of our books, in the matter of paper, typography, illustrations and binding.

The Ontario Opposition do not say that we should adopt any one of these series any more than that we should adopt the Irish National Series, but they do say that the people have a right to expect the best quality—equal to anything produced elsewhere—when they are paying such exorbitant prices.

Another striking example of the way money has been extorted from the public for school books is found in a German book, published by Copp, Clark & Co. in 1899, edited by Prof. Vander Smissen. Two little comedies, "Post Festum" and "Erst Nicht Eifersuchtig," were prescribed for matriculation for 1901. The book contains in all 68 pages (including the preface, and four or five pages of notes). It is bound in paper covers, and could not cost more than 5c. to produce, and should be sold at 10 or 15 cents. Part II. of the First Reader, containing 94 pages, and better bound, sells for 15c., and the price which this little German book is sold at is 60c. The "Erst Nicht Eifersuchtig" is published by D. C. Heath & Co., of Boston, in a volume containing 24 pages of text and 20 pages of vocabulary and notes, and is substantially bound in cloth boards, in every way a better-looking book, and any teacher of German would characterize it as a better book for his pupils, yet this book is sold retail for 20c.

ROYALTIES.

The system of paying royalties on school books is one of the excuses for keeping up the prices. It has already been pointed out that the Public School Geography carried no royalty, but that a lump sum of \$700 was given to the editor. This was a very small sum. He might well have been given \$1,000, but if he had got 10 per cent. on the sales he would have received not less than \$15,000 on the first sale.

The electors will now readily understand what a valuable piece of patronage this is to the Education Department. If the Minister wishes to reward a friend, he asks him to prepare a text book. If he wishes to silence an enemy, he asks him to prepare a text book. When the Hon. G. W. Ross became Minister of Education, one of the most violent critics of the Minister and the Ontario system of education was Mr. John Seath. The Minister appointed him High School Inspector, and in order to make room for him he had to find another place for Dr. McLellan. Hence we have the Ontario Normal College. But Mr. Seath was not yet satisfied, and so he is asked to prepare a High School Grammar. The book has never been much in favor amongst High School teachers, and the sale has not been large, but Mr. Seath, for the last fifteen years has been drawing a royalty of probably \$1,000 a year on this book, in addition to his salary of \$2,500 as High School Inspector. We believe Mr. Seath is an efficient inspector and a useful man about the Department, and we do not complain that he is too well paid, but object to the method. Every teacher will remember the fiery denunciations of the Education Department by Mr. W. J. Robertson, of St. Catharines, until he was "quieted" by giving him the preparation, in conjunction with Dr. Birchard, of an algebra, and, in conjunction with Mr. Henderson, of a High School History, and of a Public School History all by himself. Mr. Strang, of Goderich, has usually been a subservient follower of Mr. Ross, but on one or two public occasions he indulged in some candid criticism; however, he very soon subsided when he was given the compilation of the new Public School Grammar, and all his friends rejoiced to see that his long and faithful services in the cause of education had been at last rewarded by so fat a contract.

REFORM IN AUTHORIZATION NEEDED.

Not only does the Opposition object to the excessive price of text books and to the royalty system, but they take very strong objection to the way in which our

Text Books Are Authorized.

It should be a part of the duty of the Educational Council to select text books. If there were no books already on the market that were considered

suitable, such fact should be made known and competition invited. When the late Dr. Ryerson revised the text book list in 1875, Mr. Ross wrote him as follows:—

Napanee, Sept. 10th, 1875.

My Dear Sir:--I read your letter in this morning's Mail, on my way to Ottawa. While not venturing an opinion on the general question in dispute, I would like to say that your suggestion about submitting text books to a committee of teachers and inspectors for revision, is, in my opinion, the true one. I would like very much that this suggestion of yours would prevail. Nothing would satisfy the teachers and inspectors so well. It would be both practical and popular, and you will get my cordial support, as well as all the assistance I can render you through the Ontario Teacher in carrying out that idea. Excuse me for troubling you, but I considered your plan so reasonable and so GOOD that I could not refrain from writing.

Yours truly,

GEO. W. ROSS,
Inspector, Div. No. 1, Lambton.

How long had Mr. Ross been Minister of Education when he did away with the Central Committee and introduced the present nefarious system?

Under the present system it is not the book that is authorized, but the man. Some favorite is selected to prepare a book, and he is told that it will be authorized, and his arrangements are all made with his publisher and the Department before the book is written. In nearly all cases it is not an original book, but some good American or English book is taken and "adapted for use" in our schools. Too often the editor succeeds only in spoiling a good text book. Hence such scandals as appeared in the legal columns of the daily press on March 12th, 1902:

ASSIZE COURT CASES.

In the Non-jury Assize Court the copyright case was concluded, and Judge Britton reserved his judgment. Dean Liddell, of Christ Church, Oxford, England, wrote a History of Rome. Messrs. Robertson and Henderson, teachers in the St. Catharines Collegiate Institute, wrote a History of Greece and Rome for High Schools, published by the Copp, Clark Company.

Prof. Oman, of Oxford, is the author of a History of Greece. It was charged against the teachers and publishers that they infringed Oman's copyright by using some of his material in their book. This action was tried in the Assizes week before last, and judgment was reserved by Judge MacMahon.

Another example of the way the system works, or, rather, "is worked," may be given. When W. T. R. Preston became an active political force in Ontario politics one of his first demands was that his old friend and townsman, Dr. Adam Purslow, the head master of the High School, Port Hope,

should get something. The Minister gave him the Public School Grammar to edit. It was stated in the Legislature at the last session that Dr. Pur-slow's royalty had been \$15,000. This was not contradicted. It seems a very large sum, but, perhaps, it included the sum given him to relinquish his claim in favor of Mr. Strang. At any rate, it was sufficient to enable him to retire comfortably in a few years.

WHAT MR. WHITNEY SAYS.

Speaking in Toronto, Sept. 3rd, 1901, he used the following words:—

CHEAPER SCHOOL BOOKS.

In my opinion, the cost of the school books can be material-ly lowered, and, if in no other way, that result can be attained by the publication of them by the Government.

Mr. Ross tried his own hand at text book making, when he caused to be published for the use of schools a book of patriotic selections, containing a poem, "Canada Wants Men." This book was subjected to so much ridicule that it was soon withdrawn, and is now valued as a RARE book. Strange to say, when he wrote his History of Education in Ontario he did not give it to one of the "ring" to publish, but to an American firm—Appleton's, of New York.

Following his example, many of his subordinates in the Department have found it profitable to prepare text books.

Here is a list of the books prepared by officials of the Education Department.

- (1) School Management—By John Millar, Deputy Minister.
- (2) Elements of Algebra, (3) Applied Psychology, (4) Men-tal Arithmetic—By Dr. McLellan, Principal of Ontario Normal College.
- (5) High School Grammar—By John Seath, High School Inspector.
- (6) First Year at School—By Sinclair, Vice-Principal Nor-mal School, Ottawa.
- (7) Handbook of Method, and (8) Elementary Language Lessons—By Principal McCabe, Normal School, Ottawa.
- (9) Methods in Teaching—By J. J. Tilley, Inspector of Model Schools.
- (10) Botanical Note Book, (11) Physical Science—By F. W. Merchant, London Normal School.

CHANGES IN TEXT BOOKS.

Another grievance which the parents of Ontario school children have is the fact that changes are made in the text books with apparently no other reason than to compel the pupils to buy a new book. An example in point is the Primary Latin Book, which formerly contained three parts, and now two more have been added, making it a cumbersome book, which is altogether unsuitable for beginners in Latin, though it may be good enough for upper form pupils. This change saved the publishers from the recommendation of the commissioners, who said the price of this book should be reduced, and served the double purpose of compelling High school pupils to buy a new book.

The High School History of Greece and Rome is another instance in point, caused by the bungling of the copyright referred to in another place.

UNAUTHORIZED BOOKS.

Although the law provides a penalty for using unauthorized books, yet it is well known that large quantities of Helps published by the Educational Publishing Co. have been used in the schools and winked at by the authorities, because they also publish The Teacher, which has a very large circulation among teachers, and, consequently, great influence, which might be used against the Government if they did not receive a share of the plunder.

TORONTO UNIVERSITY

Mr. Whitney's policy on this question has been dealt with so fully that we append his words, as used in Toronto on Sept. 3rd, 1901:—

UNIVERSITY OF TORONTO.

With regard to the University of Toronto, I say in no unpleasant tone, nor with any improper meaning, that Mr. Ross has been the evil genius of that institution. I say the effect of Mr. Ross' connections with, and his actions with regard to the University, have been a distinct drawback and injury and damage to it for years. And I could show that he has interfered with almost everything the faculty wished to do; he has endeavored to keep control as he had control of the Department of Education, when, as one of the officials told me, if a man tried to drive a nail in with a hammer he would be brought up before up before the Minister of Education to explain his conduct. He is determined to see that nothing is done that does not appear to him as an individual to be just and proper to be done, and this has occurred with regard to the University of Toronto, and it has hampered it for years, until it has been brought into a condition of stagnation, out of which, with the help of the Opposition, it will be drawn before long, I hope.

To prove what I say with regard to the attitude of the Government. Last winter while the University Bill was under discussion, Mr. Harcourt, who is an amiable man, and not apt at all to use harsh language with regard to anybody, broke out into a most violent tirade against Principal Loudon, and he did it by order, of course. He was told to do it. And I want to read to you some of the words which, according to the report of all the newspapers, Mr. Harcourt used with regard to Principal Loudon:—"Mr. Loudon had spoken without reason and without knowledge of our Public school system. He had utterly misconceived the effects of the system. He spoke without knowledge, as a man who had stood aloof from the Public schools of the province, etc."

As soon as I got my breath, I asked Mr. Harcourt not to dismiss Prof. Loudon before the end of the year but he got a little angry then, and he said it was not the intention to dismiss him at all. I said, if he is the man you describe him, he ought to be dismissed. But, if you noticed, he did not attack Principal Grant, nor did he attack Prof. Watson, of Queen's University, who came up here and made the most thorough exposure of the educational system of this province.

Now, the situation was getting intolerable, and at last it fell to the Opposition in the Legislature to take a stand upon this question. The Opposition

did take a stand upon the question, and I made an announcement in the Legislature one night which I think I had better read to you, although I am afraid I may tire you. The reason I read it to you is this, as I will explain afterwards, the Globe newspaper did not publish this announcement of mine on the University question. These are the words I used:—

“With a true foundation thus laid, and the interests of those who cannot hope to go further than the Public school in the acquirement of education, and whose interests should be our first care, duly safeguarded, we then come to the question of University education. Those who are watching the signs of the times must believe that we are approaching a period of great changes in educational methods. Just what form or shape these changes will take we cannot yet see, but the true lover of the educational interests of the province will not be afraid to take steps to be ready for changes that may come, nor be astute in discovering obstacles in the way of preparation. We must take a forward position on the University question, or else consent to be left hopelessly in the rear, with the disastrous results, one of which will inevitably be that our young men will go elsewhere for higher education. It is too late now to discuss academically the question of the advisability of a State or Provincial University. It is a condition, not a theory, with which we have to deal. The Provincial University, which is at once a provincial asset, so to speak, and a public trust, has been dragging along for many years, doing noble work, considering the means at its disposal. Several other colleges have come in under the federation scheme, and the University has struggled manfully under great difficulties. Year after year, those connected with it and best able to judge of its requirements, have pressed upon the Provincial Government its urgent needs, but practically a deaf ear has been turned to all their appeals. The situation has at last become acute, and, indeed, intolerable. We must either support or abandon the University. We have arrived at the parting of the ways, and we must decide whether we will go forward or drop back.

“Being convinced that the people of the province are unwilling that the present condition of blight and mildew shall become chronic and permanent, we, on this side of the House, are determined that, so far as lies in our power, a remedy, immediate, permanent and lasting, must be applied. We take the responsibility, sir, of insisting that the finances of the University be put on a sound, stable and permanent footing, by providing such an annual payment as will fairly and fully meet the desires and propositions of those best able to judge of its necessities to-day, and that this be done forthwith.

“Further, that as soon as reasonably may be, with a due regard to the financial ability of the province, and to careful outlay, appropriations for necessary buildings should be made, and, in order to the due carrying out of this latter suggestion, it may well be considered wise and prudent to submit the

question of buildings to a commission of gentlemen who, from their standing and experience, may be trusted to arrive at a conclusion which will be satisfactory to the Legislature and to the people. Such a commission need not be costly.

"We further urge that, thus dealing with the Provincial University, the direct control of the Government over it be relaxed to a certain extent, so that the experience and judgment of the governing body of the University shall have more influence and power in the appointment of professors, and in the internal management of the institution than at present.

"The fees should be so regulated that the sons and daughters of the relatively poor may find practically an 'open door' at the University.

"We believe that the fund provided by the succession duties should be drawn upon for, at any rate, the annual payment to the University, or a percentage of the amount realized from such duties should be devoted to that purpose. If it be that the moneys arising from the succession duties were to be devoted to keeping up the asylums and charitable institutions, the answer is that educational institutions are 'charities,' in the eyes of the law. This is well-settled doctrine.

"It is not possible to ignore, in the consideration of this very important question, the subject of Queen's University. Its standing as a great educational institution is well known. From a small beginning, its foundation caused and justified by the then condition of our educational system, it has gone on growing deservedly in importance and influence, until to-day it is not too much to say that it is no small part of the educational life of the province. It cannot be lightly passed over. However, sir, as I have said, we are dealing with conditions, not theories. We believe that the steps I have indicated should be taken without delay, with reference to the Provincial University, and then any claim that may be advanced by the sister institution should be considered fairly and equitably on its merits, and not lightly dismissed.

"I am convinced that if the policy on this question which I have proposed be adopted, it will meet with the cordial approval of the people. It is a policy which should not be tossed back and forth between political parties, and if it be grappled with earnestly, I believe the result will be that we will hold our own, in an educational sense, among the other communities on this continent, and the way of life will be made easier for those that will come after us."

That was the attitude assumed, not by me alone, but by my 41 colleagues and myself, in the Legislature of Ontario, and it was of such importance that when, within 48 hours afterwards a large meeting of the alumni of the institution was held in the city of Toronto to insist on the Government doing what I had suggested should be done, a large deputation of distinguished men of

the Alumni Association, every one of whom I believe was opposed to me in politics, came to my office in the Legislature and thanked me for the position which my colleagues and I had taken. (Applause.)

Strange to say, there was now a very important question, a formal declaration of the policy of one of the two great political parties, and yet the Globe did not publish a word of it. I make no charge, I merely state the fact; not one word regarding the attitude of the Opposition on this great question found its way into the columns of the Globe. Stranger still to say, a few days or a week afterwards, in an editorial in the Globe, I read these words: "It is gratifying that Mr. Whitney has taken up so correct and wise a position." (Laughter.) "On this as on the question of aiding Queen's University, Mr. Whitney's position is unexceptionable." And still they would not print my position. Now, I would like to imagine what Mr. Ross' feelings were, and what his language was when he read these two excerpts which I have taken from the Globe. They say we have "no policy," and yet say also that our policy is "unexceptionable." (Laughter.)

It will be seen that Mr. Whitney's policy on this great question has two marked features:—

1. AMPLE FINANCIAL SUPPORT.
2. APPOINTMENTS FREE FROM POLITICAL CONTROL.

Nothing has done so much to injure and hamper the University as the political control of its appointments. Had it not been for this vicious principle, we would have at Toronto to-day a seat of learning that would more than rival the leading universities of this continent. Instead of which, it is humiliating to see our alma mater not keeping pace even with other Canadian universities.

In the December number, 1901, of "The University of Toronto Monthly" there is an admirable article on "Huxley, Tyndall and The University of Toronto," by Prof. A. B. McCallum. It is clearly pointed out that it was owing to political control of appointments that Toronto lost the services of these two eminent men. In the "Life and Letters of Huxley," by his son, are several references to the Toronto professorship. In a letter of May 3rd, 1852, to his sister:—

"Last year I became a candidate for a professorship at Toronto; I took an infinity of trouble over the thing, and got together a mass of testimonials and recommendations, much better than I had a right to expect. From that time to this I have heard nothing of the business—a result for which I care the less, as I believe the chair will be given to a brother of one of the members of the Canadian Ministry, who is, I hear, a candidate. Such a qualification as that is, of course, better than all the testimonials in the world."

In July, 1853, the Government appointed Prof. Hincks, as Huxley had predicted. Huxley's opinion of Government control is very clear. In a letter to the Times in 1892, he wrote:—

"In holding up the University of Berlin as our model, I think you fail to attach sufficient weight to the consideration that there is no Minister of Public Instruction in these realms; that a great many of us would rather have no university at all than one under the control of such a Minister, and whose highest representatives might come to be, not the fittest men, but those who stood foremost in the good graces of the powers that be, whether demos, ministry or sovereign."

BENEFIT OF NO-POLITICS.

Look at the history of Upper Canada College. It was dying of "dry rot." But as soon as it was relieved from political control, its friends came to the rescue, and raised by private subscription \$50,000, and put new life and new blood into the school, and to-day there is not a more vigorous or more prosperous educational institution in the land.

AN INSTRUCTIVE COMPARISON.

Similar results would follow the abolition of political control in the University. McGill University may be cited for the purpose of comparison. It shows how a great educational institution, which is free from political control, will be supported by private benefactors:—

Original Endowment and Donation in Land	\$425,235
Subsequent Donations—Lands, Buildings, Apparatus..	1,813,077
Miscellaneous Endowments	2,057,004
Endowments of Chairs, Medical Scholarships, etc.....	892,393

Here we have nearly five million of dollars given in recent years to McGill, while Toronto in the same period has only received the following:—

Library Building	\$ 60,732
Gymnasium Building.. . . .	2,404
Residence Extension Fund	684
Women's Residence	7,727
Physical Laboratory	2,280
Pathological Laboratory	1,208
Scholarship funds	62,885
Library Restoration Fund	40,000
Mr. and Mrs. Goldwin Smith	10,000
	<hr/>
	\$187,920

EXAMINATIONS

There is a pretty general feeling throughout the country that we have too many examinations, and that the method of conducting them is too costly. This is a subject that engaged the attention of the British Association, which met in Liverpool last September, and it was also pretty fully discussed in the Times on different occasions subsequently.

Mr. Whitney maintains that on this subject there is a good deal to be said on both sides, and that, consequently, it should be left to experts to deal with rather than politicians.

How the subject is dealt with by the present Educational Council is pretty clearly set forth by the following letter, published in the Mail and Empire on March 14th, 1902:—

THE EDUCATIONAL COUNCIL.

To the Editor of the Mail and Empire:

Sir,—In the present letter I wish to show, beyond the possibility of denial, that the Educational Council is not working in the interests of the schools of this province. This contention was proven in the course of a long correspondence in your columns last July, and I shall here merely summarize the conclusions reached at that time.

The composition of the council is not such as to bring it into touch with either the primary or the secondary schools. Nine of the twelve members know nothing whatever of the present needs of Ontario's schools. Only one of the twelve has any connection with High schools, although from the High schools come nearly all the candidates for examination. The only men who know anything about the High schools are carefully excluded year after year from this junta of educationists. The fact that the two High school inspectors are never consulted in regard to a matter with which they, and they alone, are conversant, shows conclusively that the Government have something else to consider besides the real welfare of the schools. The members of the council are, directly or indirectly, appointed by a politician, and political expediency governs the appointments. The members of the council, it is conceded, are scholars, but intimate knowledge of the schools and of prospective examiners is of more importance in the matter under discussion than high scholastic attainments and prestige alone without such knowledge.

That the appointments to the council are improperly made is shown clearly by the vicious operation of the limited functions of the council. In my last letter I showed that the consultative functions of the council are a farce, as that body is never consulted by the Minister of Education. As briefly as possible I shall now show that the only operative functions of the Educational Council are, if possible, a greater farce. In the one case the work of the council is nil; in the other case, it is absolutely worth less than nothing.

I have before me the public accounts for 1901. On page 35 I find the list of associate examiners for last summer, and the amounts paid for their services. An analysis of the list reveals some astonishing facts. Those who know anything about our schools will acknowledge that many of these examiners are quite incompetent to perform satisfactorily the task assigned to them. It is well known, too, among Ontario educationists that the capacity of the collective examiners has been of late rapidly deteriorating and that it reached a very low ebb last July. The council in making appointments has been guided by no fixed principles based on sound scholarship, length of pedagogic service, or special fitness for thoroughly accurate work.

In the Education Act (vi. 9) I find this clause: "No examiner or associate examiner shall be appointed for more than three consecutive years." Still I find on this list of last July the names of many examiners who have served continuously from four to seven years.

In Statute vi. 4, we read: "The council shall appoint associate examiners, who shall be actually engaged in teaching and be graduates of university or specialists according to the regulations of the Education Department." This law, also, is flagrantly disregarded by the council. Some of the examiners, and that, too, of the higher grades of papers, hold only interim certificates, and some even are not engaged in teaching the subjects which they examine.

On the list before me I find a lamentable paucity of well-known educationists. Only two principals of the thirty-nine Collegiate Institutes are here! Only eleven head masters of the ninety-three High Schools are here! Of the hundred and twenty examiners from High Schools and Collegiate Institutes, thirty-three are not specialists, although the council had three hundred and thirty-nine specialists to choose from, and many of these qualified specialists have not been examiners for many years! The council deliberately passed over hundreds of competent and admirable examiners and wantonly selected incompetent non-specialists!

Three years ago not a woman appeared on the list of examiners. When the door was opened to women, the fair ones made a grand rush for the gates ajar, and the sentimental council received them with open arms. Of the ninety-nine women at present

teaching in High Schools, forty are associate examiners, whereas of the four hundred and seventy-four men, only eighty are on the list. That is, a woman has now one chance out of two of securing an appointment, while a man (poor, weak sex) has only one chance out of eight! This fact alone shows the utter absence of rational principles among the august but tender councillors. We have now a reign of sentiment where, if in any region, sturdy business methods should be paramount.

There is much dissatisfaction among the schools on account of the reckless inconsiderateness of the council. Many High Schools have no representatives among the examiners, while other schools have their whole staffs appointed. Six Collegiate Institutes have no representatives; seven Collegiate Institutes have one woman each and no men; and forty-four of the ninety-three High Schools are without representation. Such a haphazard and desultory mode of selecting examiners was studiously avoided under the older and better regime.

The council have so lost control of themselves that there is no longer any appearance of the principle of judicious selection in appointing examiners. A year ago these perplexed savants actually cast ballots for examiners!

The charge made by your correspondents last summer that many of the examiners are quite incompetent was proven fully by the examination results published in August. A competent examiner "hews close to the line," and the weak candidates go down; an incompetent examiner accepts wrong answers as correct, or, at least, accepts imperfect answers as if complete, and the weak candidate passes. By enquiry in various quarters I find that never before in the history of Ontario examinations did so many weak and ill-prepared candidates pass as passed last summer. In nearly every High School not only did all pupils pass whose names appeared on the confidential report of the staff, but also many were successful who, in the matured opinion of their own teachers, were quite unfit to meet the test successfully. Better results would, therefore, have been obtained last July—results better for candidates and schools and the truest interests of education—if there had been Educational Council and the masters of the High Schools had determined the results. Better results would have been obtained, and the self-respect of pupils and of teachers would have had a more enduring foundation, and the province would have saved the enormous sum of thirty thousand dollars, squandered—worse than squandered—last year on departmental examinations.

Yours, etc.,

LICTOR.

March 5th.

THE HIGH SCHOOLS.

The High Schools occupy a very important place in our educational system, but in the opinion of the Opposition they are not doing as efficient work as they might be doing if they stood upon their own utility, instead of being, as Mr. Ross describes them, a "link in the educational chain" connecting the Public School with the University. Mr. Whitney claims that it is not the special function of the Public School to prepare pupils for the High Schools, nor of the High Schools to prepare students for the University. Under the present system the University informs the High Schools what they must teach, and every High School student is headed for the University. The High Schools tell the Public Schools what they should teach to fit their pupils for the High School, and the efficiency of both Public and High schools is judged by the numbers that are able to pass these respective examinations.

At a recent meeting of the Toronto School Board, Trustee Parkinson, who has had a long experience as principal of a city Public School, said it would be "a grand thing if fewer pupils were able to pass the entrance examinations."

Prof. Goldwin Smith recently said, what every business man knows to be true, "that there is more demand in this country to-day for a boy of 14 or 15 with a business training than for University graduates."

Mr. Whitney maintains that the training in the Public Schools should be for the benefit of the greatest number; that the High Schools should take a boy at the end of the Fourth Book class and do the best they can for him in the two or three years which he spends in the High Schools, regardless of what the University would like to have done for them. In other words, that our school system should be like a ladder; the Kindergarten, the Public School, the High School and the University each a separate rung in the ladder, instead of links in a chain. Then we should not have the spectacle which we see to-day, of Public Schools trying to do University work, and the University conducting what have been called "Kindergarten classes," i.e., large classes of students who have not passed the matriculation taking up the elementary work in the University which should be done in the High Schools.

As one of the main reasons for the existence of the High School is "the discovery of genius," Mr. Whitney says, give a little more discretion to the teacher both in the use of text books and in the selection of courses of study—make the teacher more a man and less a machine.

To-day the teaching profession is not recognized as a profession and too often we see in the press, and hear on the streets, the term schoolmaster and "school marm" used as terms of reproach. This is not as it should be. There is no class in the community so deserving of our esteem or so beneficial to the state, with the possible exception of the medical profession. Everything

that can be done to make the teaching profession an honorable one, which will attract the best men and women to it should be done. What inducement is there to-day for a man to spend long years of hard study in preparing for a profession in which, when he has entered, he will earn much less than he should, and put up with all the rude jeers and jibes which are hurled at him? Is it any wonder that we have no permanence in our teaching profession, but have to go on continually preparing new teachers? Queen's University honored itself, and honored the teaching profession, last year when it conferred an honorary degree upon one of its graduates who was retiring from the teaching profession. A little more of this kind of consideration would do something to elevate the profession in the eyes of the public.

Mr. Ross now hints at a PENSION FUND for teachers, apparently forgetting that it was he who abolished the pension system so wisely provided by the late Rev. Dr. Ryerson.

THE AUTHORIZATION SYSTEM CRITICIZED.

From the Kingston Whig (Liberal).

"It is marvellous how many men have the idea that they can make easier or better the elaboration of some subject. And so they write books and have them endorsed or authorized by the Education Department. The Educational Monthly says the minister selects some relative or friend for specialization 'just as he would select a tailor to make him a suit of clothes.' That is absurdity, and yet the system of authorization permits of these extraordinary statements being made. The Whig is against authorization in any form or on any account. The man who writes a text-book should submit it to the Education Department. It should be passed upon critically by a committee of experts, and the work should be purchased by the Government and issued by it, at cost, to the school population, if it is any good.

"The only capital involved may be that invested in the royalty for authorship, but it should be sufficient to warrant careful selection and the publication of the best books. It would end all the scandals of the present authorization, for there will be talk and scandal, even in Kingston, where teachers are interested in the purchase and use of their books and school helps."

SCHOOL ATTENDANCE DIMINISHING.

The Canadian Educational Monthly says:—

"With the other readers, the noteworthy feature is that the number is smaller this year in each than it was last year. The largest number of pupils in any reader is found in the Third Reader; more than in the Second, by 5,233. The attendance at our Secondary Schools during the year 1900 is less by 737 than in 1899. This to us is unsatisfactory, for the higher life of the province is very largely dependent upon the Secondary Schools of the province. Therefore, every symptom connected with them should be most carefully considered."

