

Public School Inspector for Lambton, was introduced and warmly applauded. On request, Mr. Ross delivered an excellent address on "School Organization," treating in an instructive manner the methods of classification, recommending a system based on reading, spelling and arithmetic. He also described the kinds and uses of the different registers required to be kept and the methods of registration. He concluded an able address of thirty minutes, by referring to the great benefits to be derived from well conducted Teachers' Associations and Institutes, and complimenting the Association addressed on the good attendance, and the interest apparently manifested in the cause of Education.

Mr. Ross was tendered the hearty thanks of the Association for his instructive address, after which adjournment took place for the public meeting.

In the evening a successful public meeting was held in the City Hall, His Worship Mayor Macdonald presiding. On the platform were several leading public men, and prominent educationists, the members of the City and County Councils and Board of Education were present as well as about 200 members of the teaching profession and others, making over 500 of an audience.

The Mayor introduced the speaker of the evening the Honorable Mr. Crooks, who, (as reported by the *Free Press*), after thanking the Association for asking him to speak, paid a high compliment to the late Chief Superintendent of Education, Dr. Ryerson. He then spoke of the experiments in education in this country during the last 34 years. A large amount of the experience they in this Province had to rely on was obtained from the European Continent, and after from the United States, and on this their system was mainly based. The change which had been adopted in Ontario, making a member of the Government directly responsible for the educational system, had been adopted from the English, the Ontario system being the same now as that which had regulated the whole educational system of England and Scotland since 1870 and 1872. He considered, in the first place, that our system should be undenominational; it was not secular, providing, as it did, for the inculcation of those great religious truths, without making provision for the teaching of which no system

of education would be complete. An educational system, to be a really good one, must be universal, efficient and economic. The child must be taught early; and society should not be content to establish jails and court-houses, but should begin by nipping crime in its very bud. They found more power for the repression of crime, if properly applied, in their schools throughout the land, than they had in all the expensive paraphernalia of their courts of justice and jails. The door of every school-house should be open to every child in the land; this should be every Canadian child's birthright. After speaking in commendatory terms of the early self-government, which was still continued with good effect, the speaker showed that a general rate was necessary, in order that free education might be given to every child in the land, that teachers might receive sufficient remuneration, and that the school rooms might be well furnished. His object in making this visit was to encourage the people to further efforts in extending their school system. The increase of expenditure for education, he showed, during the last ten years had more than doubled—teachers' salaries showing the greatest increase. The system of popular education in Ontario, he argued, rests upon a basis which it can never be removed from. Since 1854, the increase in expenditure on their education was \$2,000,000, and this progress would never receive a check. Assuming that the ratepayers were willing to do their part in support of popular education, and that the government contributed liberally to the system, the increase was sure to be marked in future years. Then, another feature of their system which was of vital importance was that their should be an attendance of children equal to the accommodation provided. Various schemes had been tried—indirect compulsion and direct compulsion both having a share. The measure of Mr. Forster in 1870, and the measure introduced last month by Viscount Sandon into the House of Commons in England, were based on the principles of indirect compulsion; whilst the Scottish system, adopted in 1872, was that of direct compulsion. The report of the Ontario Department in 1874, showed that out of the large school accommodation of 512,000 they had a defaulters' list of 12,000;