

7. The establishment by law of a National System of Free Schools.

8. Declaring the right by law, as well as the necessity, of every child attending some School, thus recognizing the principle of, and providing for, "Compulsory Education," under the Free School System.

9. Requiring by law, that adequate School Accommodation, in regard to School House, Playground and Site, be provided by the Trustees, for all the resident children of School age in their localities.

10. Providing for the establishment and support of Collegiate Institutes, or local Colleges.

11. Requiring Municipalities to maintain High Schools and Collegiate Institutes, equally with the Public Schools, and as part of the General School System.

12. Providing, at the option of the ratepayers, for the substitution of Township Boards of Education, in place of local School Section Trustee Boards.

13. Authorizing the establishment of Industrial Schools.

14. Prescribing a more systematic and practical Course of Study for each of the Classes in the Public Schools.

15. Discriminating, by a clearly defined line, the Course of Study in Public and High Schools respectively.

16. In addition to a carefully revised Programme of Studies, a comprehensive "Limit Table" of these Studies was prescribed—appended to which was a three-fold series of lessons, (1) on "Common Things," (2), on "Natural History," and (3), "Moral Lessons," on "Truth and Honesty," "Respect to Superiors" and "Obedience," together with twenty other similar specified subjects relating to Moral Duties, designed for "Friday Afternoon Talks" by the Teachers with the children of the Schools. This series of lessons and the subjects of the "Friday Afternoon Talks" were omitted from the Programme by the new Minister after Dr. Ryerson's retirement.

Such were the main features of the comprehensive and progressive School Act passed in 1871. In many respects it revolutionized the existing state of things. It gave a wonderful impetus to the Schools, and to every department of the School System—the effects of which has been felt ever since.

I recall with pleasure the great services which Lord Elgin rendered in 1848-1855 to the cause of education, at the then critical period of its history in this Province. His speeches and addresses on the subject at that time had a wonderful effect in moderating the opposition which Dr. Ryerson received while laying the foundations of our System of Education. They had also the potent effect of popularizing that System in the estimation of the people which it was designed to benefit. That popularity happily continued for long after, thanks to the