

whilst in England, according to Viscount Sandon, they had 25 per cent. of the whole school population of England put down as non-attenders. He had felt much disappointed, in turning to the tables of 1874, to find that the length of attendance at schools in Ontario was not at all satisfactory. A certain number of days' attendance each year should be made imperative, as provided for in Viscount Sandon's Bill, just brought into the Commons, which exacts that no child can be apprenticed, between the ages of 10 and 14, unless he has been at least 5 years at school, and can show 250 attendances for each of these years. The Scottish system, on the other hand, would appear to present very different results from that allowed in Ontario, the latter permitting diminished attendances to be the rule, rather than the exception. In fact, several writers had lately said that the Scottish system, so long the foremost, would soon, with a local rate similar to what we have in Canada, be a model for the other nations in Europe. After referring to education in the States of Massachusetts and Connecticut, Mr. Crooks spoke against compulsory education, until every other method had been tried by the local boards in the first place. Public opinion should be thoroughly aroused in the first place, before any attempt was made to force the people to submit to these compulsory measures, however beneficial they might be. If there should be any parent so ignorant or wilful as to neglect providing for the education of his children, then it would be the duty of the trustees to take advantage of these coercive measures. In Massachusetts and Connecticut—two of the foremost in education in the United States—where penal enactments were in force, it was scarcely ever necessary to adopt them. They must not, however, be content with their public schools; but they must see also to the state of their high schools and provincial universities, so as to allow the deserving youth, no matter what his circumstances may be, to gain the highest eminence in learning. In regard to this subject of higher education, the early satesmen of this country. They set apart grants to high schools, grammar schools and the Provincial University. That which had led to the excellence of the education of the Scotchman was due, in great

part, to the advantages gained in the universities of that land, mainly by means of bursaries. He thought High School Boards in counties here might much help the higher education of the country, if they set apart bursaries in a similar manner, to be competed for by pupils at their universities. They had achieved a great deal even now; but he held much more might be done, and that the people of this Province should not rest satisfied with giving a merely elementary education to their children. Their educational system must also be efficient. He had heard it mooted that school sections should be abolished, and that township boards should be appointed. In Tuckersmith, County of Huron, they had abolished school sections, and found a township board worked far better. The matter was worth consideration, as it was an important question. If they solved the question by means of forming township boards, they would be following up the present Scottish system, which those who knew said was now the best; and which Viscount Sandon said would have been adopted in England if the general population had been ready for it. The physical education of the children was too much overlooked. Then, they must have efficient teachers—paid in accordance with their qualifications. The weak point of the educational system in the various States, was that they overlooked this matter. They had avoided this, and had an Inspector and Examiners, who were directly responsible to the Department for the efficiency of the teachers. In the matter of qualifications, however, although much improvement had been effected, much had yet to be done. At the present time there were only 215 first-class teachers engaged in the whole Province, and 910 second class. Third-class teachers should be considered as only on probation, and should be under the direction of a first or at least second class teacher. The third class teacher must, to some extent, be considered an inferior article, and as a system of promotion by merit was open, any one might look forward to a second, a first, a County Inspectorship, or even the position which he himself held, which would, no doubt, in time be filled by some teacher from the ranks. Much responsibility for the proper administration of their educational system was upon them