

able services to this country as did our dear and venerated friend, Dr. Ryerson.

In the preface to the *Story of My Life*, I thus referred to the character of these services of Dr. Ryerson : "Public men of the present day look upon Dr. Ryerson as practically one of their own contemporaries—noted for his zeal and energy in the successful management of the great Public Department, and as the Founder of a System of Popular Education. . . . In this estimate of Dr. Ryerson's labours they were quite correct. And in their appreciation of the statesmanlike qualities of mind, which devised and developed such a system, in the midst of great difficulties which would have appalled a less resolute heart, they were equally correct in their opinion and judgment.

"But, after all, how immeasurably does this partial historical view of his character and labours fall short of a true estimate of that character and of those labours !

"In point of fact, Dr. Ryerson's great struggle for the civil and religious freedom which we now enjoy, was almost over when he assumed the position of Chief Director of our Educational System. No one can read the record of his labours from 1825 to 1845, as detailed in the *Story of My Life*, without being impressed with the fact that, had he done no more for his native Country than that which is therein recorded, he would have accomplished a great work, and have earned the gratitude of his fellow-countrymen."

No one could have had a better opportunity of studying the character and watching the later career of Dr. Ryerson than I had. Both his character and his career profoundly impressed me. They were an inspiration to me ; and they were no less so to my ever dear friends, Drs. Nelles and Ormiston. In one of the last Letters which I received from Dr. Ormiston, in California, he said :

"It is now about half a century since we first met in old Victoria, then under the guidance of that grand old man, who soon became dear to my heart, and continued dearer every day 'till the close of his noble, useful and most influential life ; he did more for me than any other man."

In the System of Popular Education which Dr. Ryerson founded, there was, so far as he could secure it, a symmetry and completeness, and a natural and practical adjustment of its several parts—the result of a careful comparison with other systems of popular education. From the experience thus gained, he embodied in his proposed educational scheme, the following principles, which he held to be absolutely necessary to insure its after success :—

1. That the local machinery of education should be, in the hands of the people themselves, and should be managed exclusively through their agency.

2. That the ratepayers should be consulted beforehand in re-