

3. That the interference of the department, by aid, or otherwise, should only take place when it could most effectively be used to stimulate and assist local effort in this great work.

4. That a thorough and systematic inspection of schools was essential to their vitality and efficiency.

5. That the property of the country should be responsible for, and should contribute towards, the education of the entire youth of the country; and that, as a complement to this, "compulsory education should necessarily be enforced."

These, and other important principles, Dr. Ryerson kept steadily in view during his long administration of the school system of his native Province. He was not able to embody them all at once in his earlier school bills, but he did so in the final legislation on the subject with which he was connected in 1870-1871.

I will now give a brief summary, in chronological order, of the successive steps which Dr. Ryerson took to develop the system of education which he had founded.

In 1850-51, Dr. Ryerson, while in England, made arrangements for establishing a library, a prize book and an apparatus and map depository, in connection with his department.

Another active agency which he employed to diffuse valuable information and to enlighten the public mind in regard to popular education and school law administration was instituted in 1848. This was a monthly journal of education, which was sent free to school trustee corporations, superintendents and inspectors. It did good service during the 30 years of its publication, but was discontinued in 1878.

In 1855, meteorological stations were established in connection with 12 county grammar schools—10 following the coast line of the lakes and on large rivers, and 2 entirely inland.

In 1857 Dr. Ryerson made his third educational tour in Europe, where he procured at Antwerp, Brussels, Florence, Rome, Paris, and London, an admirable collection of copies of paintings by the old masters; also statues, busts, etc., besides various articles of a typical character for a projected school of art and design, then contemplated.

In 1858-61, Dr. Ryerson took a leading part in a protracted public discussion before a committee of the House of Assembly in favor of aid to the outlying denominational universities, chiefly, as he stated, in terms of the Hon. Robert Baldwin's liberalized University Act of 1853.

In 1867, Dr. Ryerson made his fourth and final educational tour in Europe and America. On his return he submitted to the Government a highly valuable "Special Report on the Systems and State of Popular Education in the several countries of Europe and the United States of America, with practical suggestions for