

less degree are we indebted to the trust which the builders of a noble and truly imperial undertaking had in the destiny of Canada, and the unflinching loyalty of its people to imperial interests. Their unconquerable hope, their ability, their wakeful business capacity, were conspicuously displayed, and are gratefully acknowledged by all intelligent citizens of the empire. To give the educators of our country an opportunity of viewing the land, an excursion has been arranged upon liberal terms with the Canadian Pacific Railway; tickets (with stop-over privileges) may be obtained at any station in Ontario. Teachers, whether in college halls or in the unpretending "log school house at the cross roads," have the same chance of seeing for themselves the extent, the richness, the magnificence of the Canadian heritage. Full particulars are given in our advertising pages, and we hope many will be able to take advantage of the trip to Banff or Victoria.

STATUE TO DR. RYERSON.

THE Rev. Dr. Ryerson has long been widely known as a gifted and learned divine as well as a successful journalist, who took a prominent part in the religious and moral development of our country in its early days, at a time when its future possibilities were undiscovered and undreamed of, and when party spirit and intense political feeling prevailed; but the fitting memorial which was unveiled on Her Majesty's seventieth birthday, is erected to him chiefly as a worthy Canadian and an eminent, far-seeing educationist.

The present year is memorable to the Canadian teacher because it completes a century of educational progress. It is one hundred years since Lord Dorchester, in 1789, in response to a memorial on the subject, ordered

the Surveyor-General to set apart certain lands in the then new townships for "Schools." It was many years before these lands became valuable, but the principle was established, and meanwhile, something was also done for secondary and higher education, although in the early days of colonial life little or no provision was made for the education of the entire population. However, after this beginning, and following close upon the establishment of a few early Grammar Schools, in 1803 and 1807, we find the first Common School Act of 1816. In 1836 a Commission was appointed by Government to examine and report upon the working of the American school system, but the Rebellion and subsequently the union of the Provinces intervened, so that it was not till 1841 that the United Legislature established a system of common school education for the whole country. This system was modified for Upper Canada in 1843. Dr. Ryerson, by special appointment, entered upon his duties in 1848, his official career closing in 1876. During that period, under his wise administration, in taking advantage of existing educational laws and arrangements in grafting on the excellence of other systems, in pursuing quietly a steady purpose, a rapid upward development took place. The time was a generation (as we speak), but the result was unmistakable and leading to still greater things.

The life work of this able man has now passed into other hands; in itself it forms a whole superstructure, and if the enlightened principles which he laid down and acted upon are carried out in their integrity, they must exercise an undying influence for good upon the intellectual life of the country upon its gradual advance in the scale of civilization and refinement, and also upon its moral and religious life.