

precious than either the bronze or marble which constitute the material of its structure.

It devolves upon me, as Chairman of the Committee having charge of this work, and at the kind request of my colleagues,—no less than as the life-long friend and fellow-laborer of him whose deeds and memory we honour to-day—to trace back to their source the origin and underlying principles of our system of education, and to show that these underlying principles and other vital forces were so combined by a master-hand as to form the groundwork, as they have, in their combination, become the charter, of our educational system of to-day.

And here, in this connection, a thought or two strikes me; and each thought contains for us a moral and a lesson.

The first is that educational systems are essentially progressive in their character and purposes, and truly they “never continue in one stay.”

The second is that the earliest sources of what might be called our educational inspiration are now uncertain guides, and, as such, are to-day of doubtful authority.

No one will venture to affirm that even—as it was then considered—the broad and comprehensive scheme of public education sketched by Dr. Ryerson in 1846, should be considered as the acme of our educational achievement of to-day. Nor would any one at all conversant with the condition and progress of education on this continent alone be content to draw his inspiration from, or limit his range of observation to, the New England States as formerly. The examples to be seen, and the experience to be consulted and the systems to be studied, must to-day—so far as the United States is concerned—be sought for in the far-off Western States.

In this matter I speak of what I know; and I speak, therefore, with the more emphasis on this point, because of the primary importance of keeping this Province and the Dominion educationally abreast of the most advanced of the States of the American Union—our near neighbors, and our energetic and actively progressive educational rivals.

As an illustration of these notable facts, I may state that having been selected by the United States Bureau of Education to act as one of seven international educational jurors, at the New Orleans Exhibition of 1885, it was, during six weeks, my duty with others, to examine into, and report upon, the condition and results of the various state systems of education in the Union, and in other countries.

I need not more than state, what you likely anticipate, that France, by her enlightened educational legislation of 1881—providing for manual, or industrial, training in all of her schools—and Germany, by her earlier and more systematized educational