

*tendance, Pupil Teachers, Miscellaneous Regulations.* The requisites of a successful school system for young children are justly stated by the *Times* to be "good teachers, bright methods, thoroughness of results, and simple and discriminating inspection." The new Code is described as adapted in a high degree to secure these requisites. We are glad to observe that provision is made even in the case of *Infant Schools* for "simple lessons (not rigidly systematic as to their subjects) on common objects and on the more prominent phenomena of nature and common life—lessons intended to train the observation as well as to store the mind with useful information."

In a future issue we may refer to some of the features of the new Code in detail."

—THE able article in the February number of the *JOURNAL*, written by Professor Robins, Inspector of Schools in Montreal, was issued by him to his teachers, and first appeared in print in the columns of *The Educational Record*, the official organ of the Education Department, Quebec. We are pleased to note that the Provincial Board of Education, has recommended an increased grant in aid of our lively contemporary.

✓ —The annual meeting of the American Froebel Society will be held in Detroit, on the 21st of June next. All Canadian Kindergarteners are cordially invited to be present, as well as those interested in extending the work of Froebel. Those who intend to be present should notify W. N. Hailman, Editor of "New Education and the Kindergarten Messenger," Lafayette Street, Detroit. We hope many Canadians may show their interest in true educational progress by attending the meeting.

—We perceive with much pleasure that Mr. A. L. Parker, B.A., has been appointed a Fellow of St. John's College, Manitoba (see Notes and News). Mr. Parker is at present performing the duties of School Inspector of Parry Sound and Algoma, and on his appointment to that position we took occasion to notice his successful and promising career. We are always pleased to record success, and we hope the new sphere Mr. Parker is about to enter will be to his advantage. The North-West is depriving us of some of our leading educators, but we feel too much interest in the future welfare of the Sister Province to grudge her anything for her benefit.

REV. EGERTON RYERSON, D.D., LL.D.

BY J. GEORGE HODGINS, LL.D.

[The following sketch appeared in the first number of the *JOURNAL*, and is republished at the request of the General Committee of the Ryerson Memorial Fund. It will doubtless be of greater interest to most of our readers now, than when first published.

We are glad to see that steps have been taken to carry out a suggestion which we made in the last number of the *JOURNAL*; that some suitable monument to Dr. Ryerson should be erected in the Normal School grounds. The question has been raised whether subscriptions should be limited to trustees, teachers, and pupils, past and present, or open to the entire Province. It matters little. Those who have not been trustees, teachers, or pupils in Ontario at some time during the past thirty-eight years, form but a small por-

tion of its population. There is no way in which a national spirit can be more quickly developed, or a laudable ambition to be good citizens awakened in the breasts of young men, than by doing honor to those whose lives have been successfully devoted to the best interests of their country. Let the response to the appeal for funds for the Ryerson Memorial be universal and prompt.]

"For quite a complete and admirably arranged Exhibition, illustrating the Ontario system of Education and its excellent results: also for the efficiency of an administration which has gained for the Ontario Department a most honourable distinction among Government Educational agencies."—*Award of the American Centennial Commission, 1876.*

Such was the gratifying tribute which a number of eminent American Educationists unconsciously paid to the distinguished founder of the Ontario system of Education, in estimating the results of his labours as illustrated at the Centennial Exhibition.

Although it is difficult to sketch, with freedom, the life and career of distinguished men, while living, yet it can, nevertheless, be done; and there are cases in which it is desirable and fitting that it should be done as far as possible. Such a case is that of the Rev. Dr. Ryerson, whose official career as the founder of our Educational system was so honourably and successfully closed in 1876. The history of Dr. Ryerson's life and labours has yet to be written; but this cannot be done in the lifetime of the present generation. The conflicts of his noted and eventful career have been so many, and have been more or less so severe that it would be a difficult and delicate task just now to describe them, or to discuss the motives and proceedings of the principal actors with the judicial calmness which would give to such a work an impartial character. The materials are, however, abundant; and the writer of this sketch hopes that it may yet be in his power, from his long and intimate knowledge of the facts relating to these events, to be able to perform this filial duty, and to do justice to the noble qualities, statesman-like views and comprehensive grasp of mind of the distinguished man who, while yet in the vigour of a "green old age" has reared for himself so enduring a monument as the public school system of Ontario, and has enshrined his name in the hearts and affection of his countrymen.

In seeking to account for the great success, which has attended the labours of the late Chief Superintendent of Education, in founding our system of public instruction, it is desirable to enquire into the causes of that success. Energy and ability will do much in any great work, and they are essential to its successful accomplishment; but many a man of untiring energy and undoubted ability has failed, because he had overrated his own powers and had lacked tact and judgment in their exercise. Dr. Ryerson may have erred now and then in these particulars; but such errors were the rare exception and not the rule. He wisely laid down certain great principles which he believed to be essential to the success of his labours. These general principles may be thus summarized: 1. That the education of the people should be by themselves, and through their own agency; and that they should, therefore, be consulted in regard to all school legislation. 2. That the aid of the Government should only be invoked where it can most effectually stimulate and assist local efforts in this great work. 3. That the property of the country is responsible for, and should contribute towards, the education of the entire youth of the country. 4. That a thorough and systematic inspection of the schools is essential to their vitality and efficiency. These with other general principles, Dr. Ryerson kept steadily in view during the whole thirty-two years of his administration of the school system of Ontario. Their judicious application has contributed largely under the Divine Blessing, to the success of his labours.

The Reverend Egerton Ryerson, (or, as he was baptized, Adolphus