

the improvement of Public Instruction in Upper Canada." He also made a separate and interesting "Report on the Institutions for the Deaf and Dumb in various countries." A few years afterwards he was gratified at seeing institutions of a similar kind in successful operation in this Province.

For the various objects which he had recommended during the years from 1850 to 1870, liberal grants were made by the Legislature. The policy of the Government during those years was to aid Dr. Ryerson in building up and consolidating the system of public instruction which he had taken such pains to establish. The result was that our school system grew and expanded in every direction, and became firmly fixed in the affections of the people. In this way it came to be regarded with pride as one of the most successful and popular systems of education on the continent. And yet, as I have shown, he was continually suggesting improvements in it, for he always held that there was room, as well as a necessity, for them.

School legislation, chiefly in regard to high schools and matters of detail, took place at intervals during the intervening years, but it was in 1870 and 1874 that the final legislation under Dr. Ryerson's auspices took place. That of 1870 was strikingly progressive, and took a wide range. That of 1874 was largely supplemental and remedial.

The Act of 1870 introduced into our school law for the first time some important principles, which, as yet, had not received legislative sanction. They were chiefly those which related, among others, to the following matters:—

1. Governmental, combined with improved local, inspection of schools.
2. A high and fixed standard of qualifications for inspectors of public schools.
3. The abolition of non-certificated township superintendents of schools, and the substitution therefor of duly licensed county inspectors.
4. The institution of simultaneous and uniform examinations in the several counties for teachers desiring certificates of qualification. This principle was soon extended to other examinations, including competitive examinations in counties, etc.
5. The fixing and rendering uniform of a higher standard of qualification for public and high school teachers.
6. Giving the profession of teaching a fixed legal status, and providing more fully and equitably for the retirement and united support, by the profession and the legislature, of worn out or disabled teachers.
7. The establishment by law of a national system of free schools.