raised from "local sources," *i.e.*, by rate, subscription, municipal grant or otherwise.*

In 1850, Dr. Ryerson, while in England, made preliminary arrangements for establishing the Library, Map, and Apparatus Depository in connection with his department, and in 1855 he established Meteorological Stations in connection with the County Grammar Schools. In this he was aided by Colonel (now General) Lefroy, R.E., for many years Director of the Provincial Magnetical Observatory at Toronto. Sets of suitable instruments (which were duly tested at the Kew Observatory) were obtained, and shortly afterwards a few of these stations were established. In 1865, the law on the subject having been amended, twelve stations were selected and put into efficient working order. In 1857, he 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, statues, busts, etc., besides various articles for an Educational Museum in connection with the Department. In 1858-60, Dr. Ryerson took a leading part in the discussion in the newspapers, and before a committee of the legislature, in favour of grants to the various outlying universities in Ontario. He maintained that "they did the State good service," and that their claims should be substantially recognized as colleges of a central university. He deprecated the multiplication of universities in the province, which would be the result of a rejection of his scheme. In consideration of his able services in this contest, the University of Victoria College conferred upon him the degree of LL.D. in 1861. In 1860, he induced the Government to submit to the Legislature the draft of a Bill which he had prepared, after consultation at various County School Conventions, for the further development of the system of public instruction. This law very greatly improved the details of the system, and rendered its whole working more effective. In 1867, he made his fourth educational tour in England and the United States. On his return, in 1868, he submitted to the Government a very 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 the improvement of public instruction in Upper Canada." He also made a separate "Report on Institutions for the Deaf and Dumb and Blind in Various Countries." In 1868-70, he submitted drafts of Bills to the Government for the further improvement of the Public and High Schools. The matter was fully discussed before a large committee of the House of Assembly, and with a good deal of vehement heat in some public journals. In 1871, the Bill was at length carried through the Legislature by the Hon. M. C. Cameron, and has been the means of largely benefitting both classes of schools. The more important features of the Act related to the new system of county inspection and uniform examinations of teachers, besides provisions for greatly improving the High Schools. In 1874, further important amendments were made to the Act relating to Public and High Schools. The Acts thus amended were consolidated and otherwise improved in this year.

For many years Dr. Ryerson had felt that our new political condition required a change in the management of the Education Department. He, therefore, in 1869 and 1872, urged upon the Government the desirability of relieving him of his arduous duties, and of appointing a Minister of Education in his place. Early in 1876 his recommendations were acted upon, and he retired on full salary from the responsible post which for thirty-two years he had so worthily and honourably filled. As to the estimate formed of his valuable labours, I shall quote the opinions of two gentlemen, viz.: Bishop Fraser, of Manchester, England, and the Hon. Adam Crooks, Dr. Ryerson's successor. In concluding his report on our Canadian Schools in 1865, Bishop Fraser says: "Such, in all its main features, is the school system of Upper Canada. A system not perfect, but yet far in advance, as a system of national education, of any thing that we can show at home. It is indeed very remarkable to me that in a country, occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from the spirit of enterprise, an educational system *so complete in its theory and so capable of adaptation in practice* should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as twenty-five years. *It shows what can be accomplished by the energy, determination and devotion of a single earnest man.* What national education in England owes to Sir J. K. Shuttleworth, what education in New England owes to Horace Mann, that debt education in Canada owes to Egerton Ryerson. He has been the object of bitter abuse, of not a little misrepresentation; but he has not swerved from his policy or from his fixed ideas. Through evil report and good report he has resolved, and he has found others to support him in the resolution, that free education shall be placed within the reach of every Canadian parent for every Canadian child."

Before giving the remarks of Mr. Crooks in regard to Dr. Ryerson, I insert the following particulars from the Report to which he refers. They show what a wonderful advance our school system has made under Dr. Ryerson's administration from 1844 to 1875. In this connection I may say that few of the present generation can realize, not only the low status, but the positively inert condition of the Province in educational matters when the Rev. Dr. Ryerson took charge of the Department, thirty-two years since—in 1844. Men who were fit for no other occupation were considered just the men to teach school; and houses which farmers of the present day would not erect as out-buildings on their farms, were considered as the ideal country school-house.

COMPARATIVE STATEMENT OF THE CONDITION OF PUBLIC SCHOOL EDUCATION IN ONTARIO FOR THE YEARS 1844 AND 1875.

Year.	Teachers.			Moneys.		Pupils.			School-Houses.				
	Total.	Male.	Female	Salaries of Teachers.	Total Expenditure.	Total.	Male.	Female.	Total.	Brick.	Stone.	Frame.	Log.
1875	6,018	2,645	8,878	$1,758,100	$2,998,080	474,241	250,130	228,811	4,858	1,232	492	2,117	1,017
1844	2,706	2,060	646	206,856	275,000	96,756	51,210	45,546	2,505	49	84	1,028	1,344
Increase...	3,312	585	2,727	$1,551,254	$2,718,080	377,485	199,220	178,265	2,353	1,183	408	1,089	.....
Decrease...	.....	.....	....	.....	.....	.....	.....	.....	....	.....	.....	.....	327

*In 1876 the principle so long contended for by Dr. Ryerson, was adopted by the legislature on the recommendation of Hon. Mr. Crooks, Minister of Education, and the County Councils are hereafter to make a grant to the High Schools of a sum equal to the legislative grant.