

courage every plan and effort to educate and improve the youthful mind of the country; and His Excellency feels assured that your endeavours in matters so important to Western Canada will be alike satisfactory to the public and creditable to yourself." In 1846 he submitted an elaborate and able report on his projected system of public schools for Upper Canada.

Notwithstanding the zeal and ability with which Doctor Ryerson had collated and arranged his facts, analyzed the various systems of popular education in Europe (largely in Germany) and America, and fortified himself with the opinions of all the most eminent educationists in those countries, yet his projected system was fiercely assailed, and was vehemently denounced as embodying in it the very essence of "Prussian despotism." Still, with indomitable courage he persevered in his plans, and overcame the chief opposition to them. In 1846 the legislature passed the School Act which he had drafted. In 1849 the administration favourable to Dr. Ryerson's views on responsible government went out of office, and one unfavourable to these views came in. Hon. Malcolm Cameron, a hostile member of the cabinet, concocted a singularly crude and cumbrous school bill, aimed to oust Dr. Ryerson from office, which was, under a misapprehension, passed into a law. Dr. Ryerson at once called the attention of the Government (at the head of which was the late lamented Lord Elgin) to the impracticable and un-Christian character of the bill, as it had covertly excluded the Bible from the schools. Rather than administer such an Act, Dr. Ryerson tendered the resignation of his office to the Government. The late Honourable Robert Baldwin, C.B., Attorney-General (the Nestor of Canadian politicians, and a truly Christian man), was so convinced of the justness of Dr. Ryerson's views and remonstrance, that he took the unusual course of advising His Excellency to suspend the operation of the new Act until Dr. Ryerson could prepare a draft of a bill on the basis of the repealed law, embodying in it, additional to the old law, the result of his experience of the working of the system up to that time. The result was that a school law was passed in 1850, adapted to the newly-formed municipal system of Canada, popular in its character and yet so comprehensive in its provisions that it is still (in a consolidated form) the statute under which the Public Schools of Ontario are maintained.