

efforts, in their practical comprehensiveness, reflected both honour and credit on the men of those early days, who were, even then, noted for their zeal and devotion to the cause of education.

Dr. Ryerson himself, with others of his brethren, entered largely into the educational spirit of the times ; and, by his and their unceasing efforts, succeeded in establishing, on a satisfactory footing, the Upper Canada Academy at Cobourg, in 1830-1832. He also went to England on its behalf in 1835, to collect funds for the Academy, and to obtain a Royal Charter for that Institution. In both of these efforts he was highly successful.

It was not, however, until his appointment in 1844, that he set himself vigorously to work to acquire full and accurate information as to the principles and character of a sound System of Education, such as he would wish to establish in his native Province. That he did fully accomplish this purpose, the history of his plans and administration, as embodied in his successive annual Reports from 1845 to 1875 amply testify. I have, therefore, only to point out—as I have done—in the accompanying pages, what were the salient features of his scheme of education, of which the comprehensive basis was laid in the School Act of 1850, and which afterwards was amplified and expanded in the more important School Act of 1871,—practically the last appeal which was made by Dr. Ryerson to the Legislature to systematize and consolidate his work.

I have noticed from time to time in the public press, and in letters by writers in the newspapers on educational topics, that some things were attributed to Dr. Ryerson, which he never did ; and in which, also, views and opinions were attributed to him, which he never uttered, nor advocated. Some of his alleged omissions were also mentioned,—such as County Model Schools, which were fully provided for, even as early as in 1843, and subsequently in the School Act of 1846, etc. As another example of his alleged oversight, I may mention the subject of a Central Bureau of Education for the Dominion, which, as I pointed out in the "Ryerson Memorial Volume" of 1889, had been a matter of discussion between him and Sir John Macdonald at the time of the Confederation of the Provinces in 1867 ; but which was then deemed impracticable, owing to the fear that such a Bureau might interfere with Provincial educational rights.

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