

there by the suffrage of the rate-payers and householders, and the mode of election, the cumulative, permits all shades of sectarianism to be represented, a system which approaches pure democracy as closely as it is possible to approach it in a densely populated district. The canons of education are so generally accepted, that, except in the matter of denominational bias, it is scarcely possible for a parent to be misrepresented on a school board, and the omission of all denominational instruction is a measure that can be contemplated with complacency in many portions of the world.

Moreover, this whole argument is

founded on the assumption that the poor contribute nothing towards the education of their children, which is not the fact. They pay taxes in the ale they drink, as well as in the money they hand to the tax-gatherer. The amount, according to their individual means, is as great, and in the aggregate it is greater. Besides, it is from their sweat that value is created, whether on the harvest-field or in the shop, and there is a margin of profit in the product of their labor for which they never receive credit, and on which those who appropriate it can well afford to pay the tax.

THE "BYSTANDER" ON EDUCATIONAL MATTERS.

Of the subjects of comment (ever remarkable for their wide range and scholarly handling) in the new number of the *Bystander*, two will be found of supreme importance to our readers, viz.: those entitled "Public Education in Ontario," and "Upper Canada College." Both are referred to in view of their forming the subjects of debate in the forthcoming session of the Ontario Parliament. They are treated of briefly but suggestively, and with a conservatism of utterance befitting the importance of the subjects, and manifesting mature and thoughtful views in regard to them. Disavowing any desire to sit in judgment upon the educational administration of the Province, the distinguished writer expresses the opinion that as our school system has in some degree been experimental, "the time for reviewing the results of the experiment may have come." With this apology, in a few sentences, he touches upon the cost of our school system, the programme of studies, over-education, co-education, the

danger of over-crowding the professions and other aspects of the subject of a disturbing and disquieting character—adding "that a Commission of Inquiry would not be premature, and might be of use, at all events, in dissipating misgivings, if they are unfounded, and assuring us that we are in the right path." Referring to the Executive of the Department, the writer deprecates "the connection of education with politics and cabinet government," and truly says, that the experiment of a Minister of Education "has not been wholly successful." He adds that "there are some who think it advisable to restore the Council of Public Instruction, or to institute some body of experts, mature in judgment, unconnected with politics, and placed above the suspicion of outside influence, for such functions as it might be fitted to perform." There can be little doubt, indeed of the urgency of action in this direction, which we ourselves have repeatedly suggested.

With regard to Upper Canada Col-