

city for the simplest reasoning which of late years distinguishes that paper, the *Globe* in a late article proceeded to argue that *because* the University needs several new professorships for which money is not forthcoming, *therefore* Mr. Crooks is justified in putting the country to the expense of a new sinecure.

IX. The list of blunders is wearisome, but it has two more chapters. In recent amendments to the School Bill Mr. Crooks introduced the mischievous principle of allowing a majority of two-thirds in the municipal bodies to vote the grant levied in their constituencies for education. It is true that they can be compelled to put this question to the people's vote. Anyone who knows these municipal bodies is only too well aware that high views of education, the necessity of paying a proper salary in order to secure good teachers, and the provision of adequate school buildings, are seldom popular with municipal councils.

X. This final indictment relates to the preposterous folly of Mr. Crooks' proposal to appropriate thirty thousand dollars to extend the Upper Canada College boarding house, a measure as impolitic as it would be unjust. How little Mr. Crooks' judgment is esteemed by those of his own political party was shewn by the way in which Reformers united with Conservatives

in the Local House to frown this down.

Here we end our review of Mr. Crooks' career as a Minister of Education. It is not yet too late, we would fain hope, for him to retrace his steps. Some of the most mischievous of the abuses above enumerated we have been compelled by a sense of public duty to criticize. It has been an unpleasant duty, but one forced upon us by Mr. Crooks' unfortunate faculty for blundering, and the studied discourtesy with which he has hitherto rejected all advice, save that which has evidently come from a feeble and, we fear, an interested source. If there is any use in tendering counsel we would, in closing, suggest a few reforms of imperative necessity, the adoption of which might do much to calm the public mind and reinstate the Department in the confidence of both the teaching profession and the people. First of all and most important, the power of selecting text books should be separated from the function of examining or of inspecting schools. Secondly, the present Central Committee should be remodelled, and should include an elected representation of the teaching Profession—men whose names and position are such as to insure public confidence. Other reforms might well follow these, together with a seemingly necessary reconstruction of the subordinate staff of the Minister.

THE PAST WHICH WE ARE LEAVING BEHIND.

"I do not approve of your publishing your achromatic works, that is to say, the sciences, which ought to be reserved to the initiated, to select disciples, and should be communicated to them only in oral lessons. In what, then, shall we be superior to other men, if the sciences which you have taught me should become common to all the world?"—*Letter from Alexander the Great to Aristotle.*

THE FUTURE ON WHICH WE ARE ENTERING.

Once we thought that Education
Was a luxury for the few ;
That to give it to the many
Was to give it scope undue ;
That 'twas foolish to imagine
It could be as free as air,
Common as the glorious sunshine
To the child of Want and Care ;
That the poor man, educated,
Quarrell'd with his toil anon.
Old Opinions ! Rags and Tatters !
Get you gone ! get you gone !

—*Dr. Charles Mackay.*