

sonal jealousy, armed with the threat of political influence at a general election! The new Council which virtually succeeded it, the present Central Committee, was of very different composition. It was, and is, almost altogether composed of the school inspectors; there was no more to be any representation either of the teaching profession or of the public literature of the country. The Central Committee is composed of men who *had already other functions to perform*—those of inspection. To these they were to add those of executive government. John Hunter, the Physiologist, remarks that if an organ is called on to perform a two-fold function it becomes *less efficient in either direction*—thus the foot of a water-fowl is not very effective either for walking or swimming. The function of inspecting schools was not unlikely to be interfered with by that of choosing, or advising the choice of, textbooks; a matter in which the money interests involved, and the temptations held out by not too scrupulous publishers, might lead to scandals disgraceful to the Department and disastrous to the teacher and the people. It was evident that a wholly independent organ of educational criticism was needed, not less so in the other Provinces. It was also desirable that the educational organ, while it fully represented the teaching profession, should be independent of mere professional technicality, and of the narrow and sometimes acrimonious spirit with which the technical interest tends to regard public questions. The latter should be looked at also from the point of view of the general public interested in education. And this independent position towards the Department, the profession and the public we find to have been well sustained by the new EDUCATIONAL MONTHLY. It has treated the Department with impartial moderation; its pages abound

with essays, some on professional, some on literary and philosophical topics, by the leading minds among our teachers; it forms a means of intercommunication for the ablest of them, while its columns are closed against the fault-finding of the lower class found in this and in every other profession. The editorial department, besides a series of essays on school questions of immediate importance, contains a valuable selection bearing on school work, from the best foreign sources, and original articles on new books, which are a marked feature in this able review. As instances of the excellence of these articles, original and thoroughly adapted to Canadian conditions, we would refer to the review of Matthew Arnold's "Johnson's Six Lives," in the March number; to that of the "Literature Primers," which follows it; to "English Men of Letters," in the April number, and to the unpedantic scholarship of such articles, to take one among many, as that on Harper's "Andrew's Latin Dictionary," in the November number.

It may best fulfil the motive of this article, which is to shew fully the kind of work that is being done in the CANADA EDUCATIONAL MONTHLY, if a short account is given of the contents of this, the first, volume. When the same topic is treated by two writers in the course of the volume, they will be considered together. The Editor's articles on educational questions of immediate importance will be reserved for separate review.

The January number opens with "University Consolidation," by "Alpha." This article is ably and temperately written; it chiefly refers to Ontario, where there are no less than six denominational colleges to the one non-denominational university. "Alpha" urges the evil, likely to increase, of multiplied degrees deteriorating the educational currency, as in the States.