

of events at the University will also endorse what is said as to the lack of creative force in the teaching in that institution of late years. "The cold temperament too largely prevails." New blood is indeed needed. A teacher who possesses magnetism to attract and win the students, one intellectually capable of inspiring his own enthusiasm, a speaker and thinker, able to sway and impress—what a gain would not this be? But as St. Augustine said "*unde autem?*" How is such a man to be got? The present conditions of routine make his exclusion certain. If we may hazard a suggestion, might not permission to lecture, say twice, on one of the various courses of study be granted to those whose names were approved of, by such public men as Mr. Goldwin Smith or some of the most noted of our *litterateurs*. If such a chance were afforded to the really competent teacher, the students and the University would soon perceive who had the power of lecturing and impressing others.

We are sorry to agree with what is said of the lack of influence of the learned professions on the national culture with the exception, perhaps, of the bar. The clerical profession, at least in the Episcopal Church, has lost the semi-aristocratic position which in England allies it to some extent with the more superficial aspects of culture. In England scholarship is not looked on with disfavour by bishops; the clergy fill a respectable if not at all a foremost place as a literary force. Here the clergy form a caste, a priesthood, afraid to speak out on questions upon which the thinking public has long ago made up its mind; having lost social prestige, they seek ecclesiastical supremacy or take refuge in reactionary dogma from modern thought. As a whole, one is inclined to look on the teaching profession, certainly, as represented by

the essays in the volume under review, as the best influence for culture this country possesses.

In the remaining editorial articles the shortcomings of the Education Department are clearly and vigorously dealt with. In "The Department and the School Bill," it traces the decadence that set in when the competent and responsible Council of Education, in which the teaching profession and the public were both represented, was replaced by the irresponsible and inefficient Central Committee. "The abrogation of a Council composed of men of the character, ability, and impartiality of the men who were doing such herculean work for education at the time of its abolition makes the educational critic severe in his demands upon the men who replaced the Council and upon the machinery that attempted to continue its work."

The most unsatisfactory point with regard to those men and that machinery is "the non-representation in the Central Committee of Public and High School Masters; an element which most fairly and desirably had its representation in the latter days, at least, of the old Council." We hope that the teaching profession will not lose sight of this important point; the force of public opinion represented by that profession is one which must make itself heard. Let it assert itself, let it claim its just rights, not of being represented by members of its own body which would give rise to jealousy, suspicion, and the same evils that prevail under the present constitution of the Committee, but let the teachers elect as their representatives men whose character and literary position give unquestionable guarantee of integrity and ability, and who, standing apart from political influence, as a Minister of Education cannot do, will have the inestimable advantage of also representing the