

## The School.

We quoted a week or two since a left-handed compliment which Archdeacon Farrar was so unfortunate as to pay in advertently to the ladies of America. Here is another from a leading English educational paper. "The men of Sheffield \* \* are like the ladies in so far that they are not supposed to be familiar with phrases borrowed from other tongues than their own." Had such a reference been made to American or Canadian ladies we should be inclined to resent it as an unwarranted bit of masculine priggism.

The County Council of York at its last session corrected the mistake it had previously made in appointing the Principal of the Newmarket Model School to a position on the County Model School Examining Board. As there are two Model Schools in the county it would be obviously undesirable to give the headmaster of one a jurisdiction over both. Mr. Rannie was, of course, wholly free from blame, having been appointed without solicitation on his part, and the Council took especial care, in rescinding the appointment, to make it clear that the action was taken simply as a matter of fairness to the Parkdale school and implied no reflection of any kind upon Mr. Rannie, who was spoken of throughout in terms of the highest respect.

The teachers of New York are just now excited over a plan which contemplates the readjustment of their salaries. Amongst other changes it is proposed that the difference of amount paid to men and women be increased in favor of the men. The disproportion is very great. A man who is first assistant will get \$2,004, while a woman for the same work will get but \$1,056. A young man entering the service without any previous training will get \$900 for the first year with an increase for every subsequent year up to a certain maximum. A young woman who has spent four years studying her profession receives \$400 the first year and \$500 the next and may teach a lifetime without reaching the \$900. Well may the *N. Y. School Journal* ask. "Where is the justice of this scheme?"

An interesting article in the *Mail* of the 21st ult. advocates the establishment by the Dominion Government of a department of archæology and ethnology for the purpose of collecting and preserving the history of the Indian tribes, now buried in their mounds, ceremonies and language. It is to be hoped that the suggestion may be promptly acted upon. The field to be explored is rich and attractive. The results already attained by Mr. Hale and other investigators are sufficient to make it certain that there is abundance of material to reward research. Careful examination of the sources above named affords the best if not the only hope of a solution of the problems connected with the original peopling of the continent and the nature and extent of the civilization reached by the mound builders as well as by the ancestors of tribes still surviving.

The closing examinations of the County Model Schools are to begin on Monday, December 7, and continue as many days as the Board of Examiners may deem necessary. It is announced the Department will not submit a paper in drawing, but a candidate will get his standing from the inspection of his drawing books by the Board of Examiners at the final examinations. With all due reference to the Department we cannot but regard this as an unwise arrangement and a dangerous precedent. If the object is to compel the sale of the largest number possible of the *Departmental Drawing Books*, it may be successful. But if it is to test the proficiency of the student, it is as unreliable a mode as can well be conceived. There is no subject, probably, in which the average teacher does so much of the pupils' work by way of instruction and example. Under the system adopted how are the examiners to discover how much of the work has been done by the pupil himself, and how much by some schoolmate, or elder brother, or sister, or friend?

The English Journals which are strenuously opposing the free school movement, are constantly bringing forward facts and statistics to show the alleged failure of that system in the United States. They quote, for instance, statements which go to prove the undoubted fact that the City of New York has not provided, and seems at present unable to provide, sufficient accommodation and instruction for all its children of school age, and that gangs of ragged and dirty children haunt the back streets and alleys, under no restraint of either school or home, and in gutter training for lives of vice and crime. What the journals in question seem to overlook in regard to this deplorable state of affairs is, that the United States in general are the recruiting ground for the ignorant and degraded from all parts of Europe, Great Britain included, and that New York in particular is the common sink into which the refuse population of other lands has been freely poured. Under the circumstances the wonder is that matters are no worse. The fact that the States have absorbed such masses of heterogeneous and intractable material, and still maintained so high an average of popular education and intelligence affords, fairly considered, the highest evidence of the beneficent power of free institutions, political and educational.

A decision of special interest to professors and lecturers in schools and colleges has been given by the Edinburgh Court of Sessions. The suit was brought by Professor Caird against a publisher who brought out a book compiled from shorthand notes of the Professor's lectures, taken by a student. The Sheriff-Substitute before whom the case was first tried, decided that the lectures were the Professor's property even after delivery, and could not be published without his consent. The publisher appealed and the full court reversed the verdict. Seven judges against six decided that after delivery the lectures became public property. The law is declared to be that, "A professor discharges the duties of a public officer not for his own benefit, but for the benefit of his students, and through them of the public."