

beset with difficulties is undeniable, but the cardinal question seems to be, what security can be taken for the supremacy of the British Parliament in the great matters reserved for its sole and supreme disposal? In other words, how are the payment of Ireland's contributions to Imperial expenses to be secured, the rights of Irish minorities to be maintained, and the stipulations in regard to non-taxation of English goods to be enforced? These are tremendous difficulties, but by no means necessarily fatal to the Bill, which, it must never be forgotten, is itself the outcome of a tremendous difficulty, if not an imperative necessity.

We have before us a printed report entitled "Facts Regarding the Parkdale Model School." These facts have been put together by way of answer to complaints that Head-Masters of Model Schools must necessarily withdraw their attention to a considerable degree from the higher classes they generally conduct, and devote their time during the Model School Session to the training of the Teachers in attendance. The sheet in question enters somewhat minutely into the details of the Model School work as carried on in the Parkdale School. Following the regulations of the department, the Principal's time during the first two weeks is devoted to exemplifying, by means of classes of pupils drawn from different rooms, the most approved methods of teaching the various subjects on the school programme. This is followed by three weeks of experimental teaching of similar classes in the Principal's room, by the teacher-students, with thorough discussion and criticism by the Principal, following each lesson taught. Then follow four or five weeks of teaching by the students in the various class rooms, with criticism and marking by the Principal, and lectures from one or two hours per day by the latter, on educational topics; and the term's work closes with a week or two devoted to reviews and examination. The whole statement makes it clear that the Model School work must pretty completely absorb the time of the Head Master during the thirteen weeks of the Model School Session. It closes with a balance sheet to show that, with an average attendance of 25 Model School students, the school can afford to pay for an extra head teacher during the term, and still have a balance to its credit.

The JOURNAL's opinions on the present Model School policy have frequently been given, with the reasons on which they are based. We do not propose now to repeat them. But the question is a most important one, and well worthy of discussion. We summarize the facts given in the report above referred to, in order to invite opinions from those who are in a position to judge. The policy of the country on such questions ought to be shaped largely by the best opinion and judgment of the profession. It is time intelligent teachers, who are making the work of public instruction their life work, should make their influence felt through the press. The JOURNAL is independent and wishes to be impartial. Our columns are open to the fair discussion of all matters affecting the educational interests of the province. This county Model School system has been long enough on trial to enable competent critics to estimate the

results. We shall be glad to publish in the form of a "symposium," or otherwise, the views of those who have a right to speak and who ought to speak on the subject.

Some such questions as the following might be suggested as coming naturally to the surface. Is it a benefit, or otherwise, to a school to be set apart for training purposes? May not efficiency be sacrificed for the sake of student's fees and the Model School grant? Is it to be expected, in the nature of things, and under the limitations of human powers, that one man can prove himself a competent lecturer on the highest questions of pedagogy; a model teacher in all the various branches of public school work; an able and impartial critic and judge of the work of others; and at the same time an efficient Head Master of a large Public School? Would it be better to have the province divided for Model School purposes into, say, ten or a dozen districts, with one Model School, for each district—with a competent staff of teachers, and working for two sessions, corresponding to those of the Normal Schools in the year? Teachers, let us have your views.

A case which has excited considerable interest on the part of teachers and school officials, has recently been brought to a close at Ottawa. We refer to the now famous copy-book case, Gage versus Canada Publishing Company, which has been carried through the different Courts of Ontario, and was recently decided at the Supreme Court at Ottawa, with a verdict in favor of the plaintiff, Gage. The trial grew out of an attempt of the Canada Publishing Company, to use the word "Beatty," in connection with a copy-book published by them with a view of supplanting a book published by Messrs. Gage & Co. under similar name. In the Court of Chancery a verdict was given restraining the Canada Publishing Co. from issuing a book under the name Beatty. This judgment was sustained in the Court of Appeal, and finally with a similar result before the Supreme Court at Ottawa, the plaintiff, Gage, securing the damages and full costs in all the cases. Some of the most eminent counsel in Canada were connected with the case; among them, Messrs. Hon. S. H. Blake, Q.C.; Z. A. Lash, Q.C.; W. Cassels, Q.C.; Christopher Robinson, Q.C.; Charles Moss, Q.C.; James McLellan, Q.C.; and James Bethune, Q.C.

Ruskin is nothing if not emphatic. This is the way he puts his views of the influence of modern scientific teachings in education:—"I know of nothing that has been taught the youth of our time except that their fathers were apes and their mothers were winkles; that the world began in accident and will end in darkness; that honour is a folly, ambition a virtue, charity a vice, poverty a crime, and rascality the means of all wealth and the sum of all wisdom." The reference is, we suppose, not so much to the work of the Public Schools,—for few of these, we fancy, have yet introduced into their courses these modern discoveries (?) in science and morals,—as to that of some of the higher departments of instruction. But the thoughts suggested are of the very first importance, and worthy to be deeply pondered by every one who has to do, in any way, whether as