

of the first and second-class candidates in the form of return provided.

"The examination papers will be sent to the presiding Public School Inspector (who will be responsible for the conduct of the examinations according to the regulations). The presiding Inspector will, at the close of the examination on the last day, transmit to the Department the answers of the first and second-class candidates, and the schedule as per form provided. He will also, immediately after the meeting of the Board of Examiners, at the close of the examinations, and not later than the 6th of August, transmit to the Department the Report of the Board of Examiners on third-class papers, and also the whole of the answers of the candidates. The surplus examination papers are also to be returned for binding.

"The presiding Inspector will please give sufficient public notice respecting the examinations, and obtain from his co-Inspector (if any) the names of candidates who may happen to send their applications to him."

"We learn indirectly that the time for holding third-class examinations will be changed from July 10th to July 17th, in order to give candidates so desiring, opportunity to write on both the intermediate and third-class examinations.

—The Institution for the deaf and dumb, Halifax, N. S., whose noble object gives it a claim to public sympathy, appears to have established for itself a special claim to both gratitude and support. Established in 1857, it has been twenty years in operation. It is the first and only institution of its kind ever set on foot in the Lower Provinces. During the twenty years of its existence, it appears to have been eminently successful. Two hundred deaf mutes have had their minds more or less cheered and enlightened by its training. Many of these received an excellent education which enables them, not only to read and write with intelligence, but also to earn a comfortable livelihood for themselves. By far the greater number of these were too poor to pay for their education. Many of them had to be supported at the expense of the Institution. There is no entrance fee demanded, and no candidate for admission is excluded on account of his poverty. An institution like this which has already proved the means of converting so many poor and afflicted ones from being a burden to themselves and others, to intelligent and useful members of society deserves to be liberally supported.

—"Some days ago," says the *Winnipeg Standard*, "the intermediate teacher of the Central School being ill, his division was dismissed for the day by the Principal. A number of larger boys, among the rest a lad named Tough, indulged in loud yelling to the serious interruption of the classes in the senior department. The Principal, on going out to disperse them, received some flagrant impertinence from the boy Tough, who seemed to think that because his every day teacher was not there, the Principal had nothing to do with him. Of this delusion, however, he was promptly disabused by the punishment which the Principal administered. In accordance with a plan followed by the Principal in cases of serious offence against the code of the school, the boy was detained in the class-room with the senior pupils until he could be accompanied home, and the nature of his offence and punishment fully explained to his parents, who, if rightly disposed, would thereafter do all they could to assist the teacher in his dealings with their child-

ren. The Principal says he has found this an effectual method of dealing with 'hard cases.' But the classes had hardly resumed work when in stalked Mrs. Tough and the boy's 'big brother' demanding, in furious language, the instant release of her 'hopeful,' which, being politely refused on the ground that the boy was detained for his own good and the good of the school, books and other missiles began to fly around the head of the devoted Principal, while, with the most fiendish epithets, she regretted the non-possession of a dagger with which to let out his heart. She then sent for reinforcement in the person of Mr. Tough, when all three, husband, wife and son, invaded the school a second time to release the detained boy. The Principal kindly showed them that the boy was detained in the interest of good discipline, and endeavored to persuade them from their foolish purpose of attempting his rescue by force. To this they would not listen, and what threatened to be a serious struggle between the Principal and the wrathful trio, was promptly settled by the boys of the fifth class, who being annoyed at this unseemly interruption of their work, came forward and ejected the Tough invaders from the room in a twinkling. Then taking their places in their class, the work went on as if nothing had happened.

"The Toughs failing here, then invoked the arm of the law, and the Principal was summoned to appear for assaulting and beating the boy Tough. As this was a game at which two could play, the Principal laid information against the Toughs for wilful disturbance of the school and for assault. The case came up for hearing on the following Saturday, and considerable interest was manifested in it by the public generally, who were anxious that nothing should be done to affect the authority of the schools. Judge Betournay presided, but before opening the case expressed anxiety to see the matter settled. The counsel for different parties consenting to this, Mr. Cameron, on being asked by the Judge whether he was willing to settle, replied that while he had no objection to a settlement, still he was quite willing that the case should go on, and he felt sure that the facts elicited during the trial could have no other effect than to strengthen his own position and fix more than ever the authority and dignity of the school. However, he would consent to a settlement rather than place school children under oath. A settlement being forthwith agreed upon, the learned Judge expressed his satisfaction thereat, but added that he could not allow the opportunity to pass without calling the attention of all to the fact that the teacher was not responsible for how was found to maintain his authority; that a teacher of Mr. Cameron's reputation would be recreant to himself and to his profession, did he not visit offences against the discipline of the school with unmistakable punishment.

"The court then rose. An interesting feature of the case, and one which indicates the soundness of the general public of this city on the question of school discipline, was the attendance of several known citizens, with the view of paying the fines and costs for the Principal out of their own pockets in case the matter had gone against him. Enough to pay several fines would have been raised by parents and guardians on the spot. The whole case from first to last will, no doubt, prove a wholesome lesson to those who imagine they can interfere with the exercise of a teacher's authority with impunity."