

only a large number of teachers and of his own officials, but several distinguished men working in the higher fields of education. That a Province with so creditable an educational record as Nova Scotia, should yet be without a definitely prescribed course of public instruction is somewhat surprising. We are glad to observe that steps of a practical kind are being taken to supply this defect. The professional exercises, both at Truro and Fredericton, were evidently of a very high order.

—We have received from some of the Head-Masters of High Schools in the Province returns of the candidates from their several schools who passed at the recent Intermediate examination. A glance will show that this return is by no means complete, for many of the Masters have not as yet sent us the needful information. The return is also imperfect, for it does not indicate in every instance, as it should do, whether the pupils from each High School were prepared in it, or whether the number included all who attended the examination from the county in which the High School is situated. Also it may have happened that in some cases pupils educated and prepared at a certain High School, but belonging to the adjacent county, may be included in the numbers of the High School of the latter instead of the former. There are many other considerations, such as appeals, &c., which may be taken into account, and thus the record we have given so far is not to be accepted as the correct result. It is well, however, to have it even as it is—an approximation—as it will give a general idea of how matters stand in each school. It is obvious that comparisons cannot be drawn of the merits of particular schools, for in very few instances have the total number of candidates sent up been returned to us; and this is well, because it was not for the purpose of affording an opportunity to the public to make these comparisons that we desired the information, for an injustice would be done to many good, hard-working schools by such a course; but simply as a matter of intelligence which would be of general interest to our readers. We regret that want of space prevents our giving the names of the successful candidates.

—It is sometimes astounding to note how unfairly teachers are dealt with by the "outside world," and how often those who are most loud in denouncing them for not taking a certain course are the most severe in condemning them if they adopt it. *The Schoolmaster* gives an instance in point:

The members of the Petty Sessions at Teignmouth, in giving judgment in a recent case, declared through the mouth of their chairman that "children of all ages, boys as well as girls, were very troublesome, and that they constantly required a flogging; in fact, more flogging than they ever got." Although the bench of magistrates were thus convinced that corporal punishment was a necessity and a thing more honoured in the breach than in the observance, they fined a schoolmistress half-a-crown and costs for doing the very thing which they declare to be so necessary. A pupil had been "stubborn and refused either to say her lesson or to speak," and the mistress had used the magisterial remedy. Evidence was given that the mistress had been a teacher for sixteen years, that no complaint had ever been made against her, and that her treatment of children was marked by uniform kindness. Nevertheless, because she endeavored to subdue the stubbornness of the pupil and adopted the plan which the magis-

trates themselves declared to be indispensable, she was subjected to the humiliation of a fine. In the case of a cross-summons against the mother, it was shown that the house of the mistress had been besieged by a host of angry matrons and excited youngsters. The mother had violently abused her and ineffectually endeavored to scratch her face. Other women had incited the mother to violence against the teacher, with the advice to "go at her." The children who were in the crowd tore up the trees of the schoolmistress and were otherwise troublesome. The magistrate thought that such an onslaught as this, where tongues were wagged and fingers itched for scratching, was "perhaps natural in a mother" and was very trifling since it was "committed in a fit of exasperation." They fixed the penalty at sixpence, so that the public may easily calculate the proportion which exists between an angry onslaught and the discharge of a disagreeable duty. This is another proof that something should be done to secure a definite idea concerning the teachers' legal rights in regard to the infliction of corporal punishment.

—The death of one of the most prominent citizens of Toronto, and two of his children, by drowning, recently shocked the Canadian public. The horrors of the sad event were intensified by the fact that the drowning took place within a very short distance of the shore on which sat the wife and mother of the lost ones. Are there no lessons for teachers and school managers in connection with this awful accident? We do not believe it to be the function of schools to teach swimming; we hold that in every city and town which has sufficient water facilities the municipal council ought to provide safe swimming baths, and a caretaker who would teach swimming as well. The schools have a duty to perform, however, viz.: to teach the best method of resuscitation. The body of one of the children of Mr. Wilkes, a girl fifteen years of age, was warm when taken from the water, in which she had been only a few minutes. There seems to be no reason for doubting that she, at least, if not her father and brother, should have been restored to life if proper means had been used. In connection with lessons on hygiene, or as special lessons, the restorative process should be explained and illustrated. Each step might be shown by actually handling a pupil in the proper manner, and explaining the object aimed at and pointing out the way in which the required action of the organs is brought about. Medical men are usually so far from the scene of drowning accidents that the chances of resuscitation are past before they arrive.

—Maurice Hutton, Master of Arts, recently appointed Professor of Classical Literature in University College, is a Master of Arts of the University of Oxford, and is also a Fellow of Merton College. He was successful in obtaining first-class honors in Greek and Latin at the University Examination by Moderators, and also first-class honours in Liberis Humanioribus at the examination for the degree of B.A. by the Public Examiners. He was appointed to the Professorship of Classics at Firth College, at Sheffield, last year, the college being newly founded by the liberality of a gentleman of that name, and being similar to Owens College at Manchester, and forms one of the Colleges connected with the new Victoria University. Mr. Hutton was selected as such Professor by the governing body of Firth College in preference to 28 other competitors.