

maintain proper order, discipline and government in the school, and this would include the right to see that pupils performed, to a reasonable extent, the tasks assigned to them as pupils. To do this the defendant had the right to administer reasonable chastigation, if in his judgment it was necessary, and he could be considered reprehensible in this course only if guilty of unreasonable and disproportionate violence and force. In the case before the jury the question of whether the punishment, under the circumstances, was, or was not, excessive, was the question for them to decide.

Moreover, the pupil in the case had not the right to judge as to whether he should be punished or not. The law has not committed the discipline of the school to the pupils individually or collectively. It has entrusted that authority to the principal, at the same time holding him responsible for its proper use. And when a teacher, using his best judgment, and under the responsibilities of his office, deems it necessary to punish a scholar, that scholar has no warrant in law to constitute himself the judge of his own case, and defy and resist the authority of the teacher; it is his duty to submit to the punishment, not being plainly unlawful in kind or degree, which the teacher has decided to impose. And if the pupil is insubordinate and resists while the teacher is reasonably attempting to administer punishment, that fact would, or might, materially affect the manner and extent of the punishment that it would be proper to inflict. The law does not require a teacher to measure his strength with a pupil, and go through a strenuous physical struggle in each instance of discipline.

The school is one of the most important institutions of society, and one of its objects is to establish in the mind of the young the principle of

obedience to all rightful government and law, and respect for it. "Is not the Public School the place where most of the people receive their education and training for good citizenship? Is it not essential that reasonable order and discipline should be maintained there? Is it not a part of that order and discipline that pupils should be required to learn proper lessons? Can such order and discipline be enforced in all cases without the use of physical punishment?"

With such calm and judicial words in their ears, it is not strange that the jury found a verdict for the teacher in the above case.—*Journal of Education* (N. E.)

THE CLOSING ADDRESS.

Dr. Grant next spoke to the gentlemen of convocation as follows: I thank you for having come, at this crisis in the history of Queen's, from so many parts of the country to testify your affection and loyalty. Usually we expect audiences more select than numerous when it is understood that money is to be asked. But, though it was well known what would be the chief topic at this convocation, we have had more graduates present from a distance than ever before. This shows that the sons of Queen's can stand fire. We understand our position as a University. We are recognized by the public as the University of Eastern Ontario. We claim that the government that represents the people should acknowledge our position. The various religious denominations in this section of the country recognize us in the most practical way—by extending pecuniary aid and by sending their sons to study here. Presbyterians are eager to give their children a liberal education, and hence we find that nearly half the students in University College have always been