

satisfied that the pupil or person is qualified to teach the subjects for which he has been or may be employed.

"(5.) To perform the duties required of him by this Act, in regard to the formation, alteration, and assessment roll of school sections in the unorganized townships.

"(6.) To apply at his discretion to the township council to alter the boundaries of any school section or school sections within his jurisdiction.

"(7.) To direct trustees at their discretion, as to the deposit with the county treasurer or investment of the compensation awarded for school sites.

"(8.) To decide any dispute which may arise as to the comparative distance of the homes of non-resident pupils from the school of their section, or from the school of the adjoining section or division.

"(9.) To act jointly with two other persons as valuator of school section sites, school-houses and other school property in a township, as may be directed by a Town Council, and to report the result to the Council.

"(10.) To recommend to the County Council such special or additional aid as he may deem advisable to be given to new or needy school sections in the county.

"(11.) To give orders on the county treasurer or sub-treasurer, or on the treasurer of the school trustees or village corporation, for any moneys in his hands, deducted by such inspector, or otherwise, payable into the Superannuated Teachers' Fund."

*Schools in Unorganized Townships.*—The new law amply provides for the formation and alteration of school sections in unorganized townships; for the election of trustees, and for the levying and collecting of school rates in such sections. Indeed, the provisions of the law are extended to all such townships, even where they have no municipal organization. The Inspector and Stipendiary Magistrate concerned are the agents employed in this good work.

*Miscellaneous.*—Provision has been made for giving certificates to persons trained in any Normal School or certificated as teachers in any part of Her Majesty's Dominions; also for trustees (if they choose) to purchase approved library and prize-books any where. Such are the principal provisions of the new School Act. It will be published and sent out as soon as the statutes are ready.

## II. THE CONSOLIDATED PUBLIC SCHOOL LAWS.

This is a voluminous affair, consisting of seventy-three pages of closely printed matter, divided into twelve distinct parts, and embracing some one hundred and ninety-three sections with sub-sections without number. Such a work as this has been much desired by all those who were in any way connected with the administration of our school laws, and if found, upon trial, to have been skillfully executed, will entitle Mr. Attorney-General Mowat to the gratitude of trustees and inspectors in all parts of the Province. It affords abundant evidence of much work of the very kind that any other than a lawyer would at once pronounce irksome drudgery. To collate, expunge, and bring together whatever remains in force of half a dozen different acts, and arrange these *dissecta membra* under their appropriate headings, would be a labour of love to only few, and assuredly we do not envy the man who undertook the work, and has already so nearly brought it to a conclusion. The necessity of such a work has been universally admitted, as the school laws of this Province which ought, above all others, to be clear, explicit, void of intricacy and legal technicalities, have become so involved and obscure that the well-drilled legal student was frequently at fault regarding their meaning, and even the decisions of the Courts of Queen's Bench and Common Pleas have not always stood the test of further and more careful investigation. It is just doubtful whether a single man in the Province, be he barrister or judge, understands these laws as well as Dr. Ryerson, and it is a rare thing to find his opinion set aside by any of the Courts from which decisions or rulings have been obtained. If this codification of the school laws makes them so plain that an ordinary layman can trust himself with their interpretation, then a good work will have been done, and the Attorney-General is entitled to the credit of it.

It is useless to attempt to summarise this voluminous document in a newspaper article. The divisions of the subject might afford the readers of the *Free Press* some idea of the manner in which the work has been done. The second part, for instance, collects from all the acts on the statute book whatever now remain in force regarding trustees of rural sections—such as the manner of their election, the definition of the office, the qualifications required for the office, provisions regarding school meetings, the nature of the corporation and its powers, the restrictions imposed upon the corporation and the validity of their contracts, with other matters in reference both to their powers and duties; and in every instance the

reference is given to the Act in which the clause may be found, the section and sub-section if necessary, so that in any case one may consult all the legislation that bears upon the subject. Even one of the ten divisions of the second part relating to trustees of rural sections, that bearing upon the powers and duties of these trustees, is itself divided into eleven sub-divisions—such as defining the duties of the secretary-treasurer, the collector, the auditors, making provision for acquiring school sites and the erection of buildings, the providing of adequate school accommodation, the employment and payment of teachers, assessments, the admission of pupils under certain circumstances, supervision of text books, school reports, returns semi-annually to the inspector, compulsory attendance, and to exempt in their discretion indigent persons in their respective sections from the payment of school rates, and distribute the amount among the other residents. This second part extends over fifteen pages of the bill, consists of forty sections, and would of itself make an unusually large bill without including the other eleven parts which compose the whole measure.

The third part consists of the duties and powers of township councils. This does not take such a wide range as the last. It is confined to the formation of union of school sections, rural school assessments and loans, to establish township boards under certain conditions, to authorize or make loans to the trustees or such sections as require aid, to provide school houses, township libraries, and model school, and to regulate the alteration of school section boundaries. This part is all comprised in about six pages, and embraces some fifteen sections of the bill.

The fourth part embraces the duties and powers of county and municipal councils in regard to the public schools within their municipalities. These are mainly, to levy by assessment a sum equal to the legislative grant; to appoint county inspectors; to appoint a county board of examiners; to name the auditors for the county; to raise or loan school moneys; to appoint township sub-treasurers; to aid new and needy sections; and to provide for the salaries of teachers and officers.

The fifth part has reference to cities, towns, and incorporated villages, and defines the duties and powers both of the council and the trustee boards. These consist principally of the mode of election, both where a division into wards obtains and where it does not; it defines who are voters, and provides for the case of disputed elections; points out the powers of the boards, who may appoint officers, hold and manage school property, erect school houses, determine the kind of schools, and their teachers, unite with high school if they please; furnish a financial estimate to the City Council, to collect fees for books and stationery if they choose to do so; arrange teachers' salaries, and make an annual report; appoint an inspector and a city board of Examiners.

The sixth part refers to public school teachers and their duties. The seventh to public school inspectors, their duties and qualifications. The eighth to county and city boards of examiners. The ninth to school trustees and their duties. The tenth to the Chief Superintendent of Education and his duties. The eleventh contains some special provisions. The twelfth refers to penal and interpretation clauses. We question if any other bill has been introduced during the session that was so much needed or calculated to be more useful to the people of the country than this. It is true there is nothing new in the measure, unless we can call new the Act passed during the present session, whose various provisions are now incorporated with the general measure. It is simply an abstract of all the laws that have passed on the subject of education in this Province during the last quarter of a century, so that everything bearing upon a given point may be seen at a glance. It has, no doubt, cost a great deal of labour, and is calculated to save still more to those who have to apply its provisions.—*London Free Press.*

## III. Papers on School Discipline.

### 1. SCHOOL DISCIPLINE AND MANAGEMENT.

It is perhaps not surprising that in some matters communities and legislative bodies are a little inclined to move in circles, or rather to adopt that pendulum movement, which, after carrying them past the mean, brings them back after a time very near the starting point. An unmistakable grievance comes to light, an undoubted defect is discovered, and forthwith the impetus of reform carries us to the other extreme. Thus, striking instances of hardship to honest but helpless debtors have sometimes led to legislation by which rogues have been enabled to laugh at their creditors' importunities. Thus the humanitarian movement in England in its tender regard for criminals insisted on the abolition of all corporal punishment, until the growing mania for garrotting convinced the