

noster Row, London, for one shilling sterling, with 30 engravings. The first part with 14 engravings, is sold for sixpence. The trade discount would probably cover the cost of importing in quantities, and it would be found an interesting and most useful supplement to other reading books. School lessons on these subjects might be remembered for life, preventing the formation of bad habits, and conferring incalculable happiness on the forthcoming generation.

Prof. Miles was introduced by Dr. Dawson, and said:—In reading over the list of topics proposed for discussion, some of these, apart from their separate and distinct significance as subjects for essays, presented themselves to my mind as very profitable topics for a short paper, in which they should be treated *collectively*, as it were—and with a bearing upon fundamental principles, which ought to govern the whole system of education, pursued—and with a further bearing upon the actual practice which now obtains, injuriously I believe, in most of the Canadian places of education. I allude especially to the topics numbered 3, 4, which include Home Lessons, Education out of School. The expressions "Home Lessons" and "Education out of School," although not synonymous, are, each of them, distinctly suggestive of one thing, at least—viz., that education is a business not so much of individual as of universal concern, in which parents, guardians, and teachers are alike interested, and sustain a common responsibility to God and their fellow-creatures. Nothing is, therefore, more natural than that efforts should be made to secure as far as possible the co-operation and harmonious action of both the internal and external influences to which the pupils of any place are subjected; and it is a great thing for any given pupil who enjoys the priceless advantages of exemplary and judicious parents on the one hand, with the discipline and course of instruction of a good school on the other, to perceive in its daily experience that his parents and teachers are acting in perfect harmony with each other. In such a case the confidential intercourse subsisting between teachers and parents, and the disposition to sympathise with each other, can scarcely ever fail to secure the attainment of their common object. But, admitting the value in education of the sort of harmony here referred to, let us refer generally to some details of progress whereby it is commonly sought to be established. In more boarding schools the opportunities are obviously less accessible and less constant. Still, to some extent, it is practicable to secure co-operation—by means, for example, of weekly, monthly, or quarterly reports, and by establishing periodical public examinations, or revisions of school works. But, in the case of day-schools, teachers can ask for and expect the constant assistance of parents and guardians in furthering the objects of education. The latter, in sending their children to school, will have prepared the soil for the reception of the seed which the teachers are expected to sow. While the teachers faithfully do their work, home education will keep and improve the minds of the pupils in that state of willingness towards their duties, respectful obedience to regulations and confidence in their instructors, without which the teachers' best intentions and greatest exertions are ineffectual. In fact the judicious exercise of parental affection and authority can contribute eminently to bless the teacher's daily work, and to facilitate and endear to them their avocational duties. It is to be regretted, however, that such co-operation as has been described is sometimes (perhaps in many cases) absolutely unattainable. I will not undertake to specify cases, but the fault, where it is, is not always ascribable to the viciousness, or ignorance, or indifference of parents or guardians. The interference, as it has been called, of parents is sometimes spoken of as a positive obstacle, and a thing to be avoided as much as possible; and hence, in many schools, the principle of no interference has been adopted. In such cases the usual quarterly bill forms the greater part of the periodical report, and there are no public examinations to afford parents an insight into the school work. It is rarely the case that all the requisite exercises in the different objects of tuition can be performed within the ordinary school hours. Some portion must therefore be prescribed to be performed at home, such as the preparation of lessons, the working out of arithmetical questions, writing of Latin or French exercises, executing maps and so forth. These are to be attended to at home and the pupils friends are expected, if necessary, to see that they are not neglected. It is a very common practice to burden the pupil with too much of this sort of work, which leads to neglect on his part and defective preparation. This is a very important point and very great care and judgement are needed to render these "home lessons" subservient to progress. If the exercises be too lengthy, and if the teacher, as is sometimes the case, relies for progress more on what a pupil does for himself at home than upon the daily lessons in school, then the prescribed exercises are likely to be often not sufficiently examined and thus an additional inducement is offered for the pupils' neglect. Such lessons, such "home work" ought clearly to be carefully prescribed in strict accordance with the daily class work, moderate in quantity and duly proportioned to the capability of pupil, but it ought, when

once given out, to be always vigorously exacted and thoroughly examined. The evil consequences, however, of too much work at home prescribed and its imperfect performance and subsequent neglect by both teacher and pupil can hardly occur when the parent or guardian on his part does his own duty aright. But surely much more is embraced under the heads "Home Lessons" and "Education out of School" than has yet, been alluded to. Certainly it is so. Good habits, good moral principles and conduct, the cultivation of a kindly temper and disposition, must be the object of constant watchfulness and training as well "out of school" and at home as within its walls under the teacher's eye. In fact the general neglect of these particulars *out of doors* cannot but exercise a disastrous influence upon every pupil in spite of the utmost care and efforts of his teachers. And here again, the co-operating influences of home and school which have been adverted to become eminently essential, for surely that pupil is really making progress in good education who grows up under their constant and united exertion. Indeed it would seem that no position is more undesirable than that of a faithful and zealous pains-taking teacher, who in the training up of his pupil is without that most natural existence to his work—the father's kind authority and the mother's affectionate persuasion, the cheerful discipline of filial love, and the living morality of a well regulated family life. Even as regards modes and systems of discipline, it would be very desirable that the plans pursued at home and in schools should correspond with each other. In adverting, incidentally, to discipline, I may be permitted here to allude to modes of enforcing it which are understood to be quite common in some schools of high repute in this country, though of questioned efficacy, and in some respects attended with certain ill consequences. I allude to corporeal punishments and expulsion. It will be found that where these are indiscriminately resorted to the tone of the school and the general discipline are inferior. I am aware that I am touching on vexed questions, respecting which a great deal has been said on both sides. But while I admit that we have not yet arrived at the stage of excellence, both of teachers and systems, of education at which the use of the ferule can be absolutely dispensed with, and also that in some grave cases expulsion as a last resort must be had recourse to, yet I feel justified in remarking that these extreme punishments are too frequent in some of our schools retaining a fair reputation. The opinion, experience and practice of a majority of the best educators of the day are against those modes of enforcing discipline—more especially against the way in which they are commonly employed. As it would be out of place to go into the particular discussion of this topic, I shall only refer to a very good article on the subject embracing papers advocating both sides of the main question as there put, contained in the last month's issue of the *Ontario Educational Journal*. A full consideration of the points which would naturally come up for consideration under the heads "Home Lessons and Education out of School," would include several other particulars in addition to those noticed—but which the requirements of the occasion do not allow me to notice. I am inclined to think, indeed, that what may be here called "external influences in education" cannot be over-rated in regard to their force and effects. But who shall undertake, measurably, to define the infinite variety of ways and the extent to which the well-being of every young person is affected by the unforeseen companionships and the casual words and scenes presented every day and hour of his life out of school. Vice and folly stalk abroad and meet the vision of the young as well as the more experienced observer, and while they solicit attention constantly under so many various aspects, it is certainly not "school education" alone that can save from the injurious effects of the contact; and it is clear that there must be ever present the counteracting or co-operating influence of a wholesome and concerted system of "education out of school."

Mr. Miles then made some further remarks, relating to the Department of Education, in Quebec, in what he is now securing. —*Montreal Gazette*.

ADDRESS OF MR. SCARLETT, DELEGATE FROM ONTARIO.

GENTLEMEN,—It is with no ordinary pleasure I come amongst you as the delegate of the Teachers' Association for Upper Canada, or what is now called the Province of Ontario. I have the honour to convey to you the friendly greetings, and the warm sympathies of your fellow-teachers in the Upper Province, and to assure you of their good will, and of the deep concern which they feel for your welfare in the great work of education. Many circumstances contribute to produce feelings of friendship, and oneness of purpose, sentiment, and interest between those parts of it that dwell in the new Dominion, related as we are, socially, politically, and religiously, and forming a part of that *mighty Empire* whose greatness consists in the freedom of its institutions and the columns of whose superstructure are founded on the intelligence and virtue of its people. In the recent changes effected in the Canadas and the Maritime Provinces, we have assumed new relationships, and grave responsi-