

ests by which the teacher might know that his remarks had been understood by all—I would naturally expect a faithful night's work, and a good account of it in the morning recitation. If, on the other hand, these preparatory explanations were not given, but now work hurriedly dealt out by the page or chapter as the classes were being dismissed, I would anticipate hours of weary work, faithful but fruitless toil, and a poor return in the morning on the part of the weaker but no less meritorious pupils.

In a word, no true teacher will assign home-work until by his teachings he has made the desired results reasonably attainable by his class. More than this, he will endeavor to appreciate the honest efforts of his pupils by carefully examining their home-work and giving credit where it is due. Failure in this respect is extremely discouraging, and will surely foster carelessness and even dishonesty in those who would otherwise be studious and self-reliant.

IV. *Duties of parents in relation to home-lessons.* I would suggest that parents, first of all, come to a *distinct understanding* with the teacher as to the nature and amount of home-work required of their children. This mutual understanding can be arrived at by a visit to the school on the part of the parent or by a call on the part of the teacher. It may be kept prominently before both parents and children by our inserting in the monthly report the length of time the pupils should devote to home-work modified, of course, as this work increases.

I fear that from a want of intimacy to this extent, at least, many teachers are practically alienated from the families of their pupils.

The true relation of parents and teacher—working for a common object—is never realized while practical sympathy and mutual co-operation are wanting.

No teacher can properly teach a child until he first learns his disposition and general character. In order to this he must know something of his home-life.

Failing in this particular, he is in danger of treating all his pupils alike, by assuming that they are equally capable of doing the same work; that all are alike favorably situated at home for doing the work prescribed; and he accordingly holds all equally responsible.

Parents may co-operate (1) by setting apart certain hours, and, if practicable, a private room for home-study; (2) by faithfully adhering to this plan—never permitting trifles to interfere with established regulations; (3) by encouraging their children to surmount obstacles, without actually doing their work for them; (4) by keeping prominent the true object of home-work, showing their children that real success is measured rather by mental development than by rapidity in learning lessons; (5) by carefully guarding the teacher's reputation; (6) by occasionally visiting the school. With such co-operation the school would indeed become the friend of the home, and the home the friend of the school.

VI. *The time required for home-lessons by the various grades of pupils.* On this point I shall merely give the result of some inquiries as to the practice which obtains in certain villages, towns, and cities.

In *Brighton Public Schools*, I understand that—

In the *first form* no home-work is assigned.

" *second* " about 1 hour's work.

" *third* " about 1½ " "

" *fourth* " about 2 " "

In *Coboury Model School and Public Schools*.

first form, no home-work.

second " ½ hour's "

third " 1½ " "

fourth " 2 " "

Toronto Model School—

First form, no home-work, unless it be a question in addition at solicitation of pupils.

Second form, only two lessons—one in spelling and one in arithmetic or writing; time half an hour.

Third form, only three lessons—spelling and arithmetic, and grammar or geography; time ¾ hour.

Fourth form, usually three lessons; time 1 to 1½ hours depending on the ability and application of pupils.

Fifth form, three or four lessons; time about 1½ hours.

Such subjects as grammar, geography, &c., are always taught at school, and the home-lessons are simply reviews. This is true of all subjects assigned, except spelling, until the higher divisions are reached.

City of Hamilton Public School—

First form, no home-work.

Second " ½ hour's "

Third " 1 " "

Fourth " 1 to 1½ " "

To show how home-work increases with promotion, I give the average time devoted to home lessons by pupils of Coboury Collegiate Institute.—

Primary Division, girls, 2½ hrs.; boys, 3½ hrs.

Junior " " 2½ " " 3½ "

Senior " " 4½ " " 5½ "

Upper Sch'l " average 6 hrs.

Average for the school, about 4½ hours.

In conclusion, permit me to suggest that we try to bring our schools and homes into a closer and more friendly relationship, in order that both parents and teachers may more efficiently discharge those duties which belong to them in the work of education.

Examination Questions.

STRATHROY HIGH SCHOOL MONTHLY EXAMINATIONS.

LITERATURE.—*Cowper's Task, Book III.*

I.

(a) Lines 48 —54.

(b) " 71 —74.

(c) " 567—569.

(d) " 687—689.

(e) " 261—262.

1. Quote the three lines that follow extract (a).
2. Point out and name all poetic figures in the several extracts.
3. Expand all metaphors.
4. Parse, as (a), *white* (b), *to own* (b).
5. Parse, *of mine* (b), and give reasons for your view.
6. Quote lines similar in language or sentiment to any in the extracts, and name the authors of the lines quoted.
7. Derive, 'nurse' (a), 'zoneless' (a), 'frail matrons' (b).
8. Discuss the appropriateness of the epithets, 'reeling' (a), 'fickle' (a), 'exotic' (c), 'dishevelled' (e).
9. Show the connections in the poem in which the last three extracts occur.
10. Show in what way any of those lines reflect Cowper's character.

II.

(a) Lines 173—176.

(b) " 249—251.

(c) " 757—759.

(d) " 803—810.

1. Point out all poetic figures in the extracts.