

present it to our thoughts in a variety of novel phases, and introduce us to the consideration of various details, that would otherwise have scarcely entered into our calculations. Among these are the nature and necessity of inspection or superintendence, and the best mode of exercising it.

The legitimate end of school inspection is to obtain the most thorough information possible on all points connected with the school, and, though local circumstances may occasionally limit and modify the species and amount of the information required, yet, as the essential quality of a school is the instruction of the pupils in the different departments of education, the first and principal point in the inspection of schools is a careful enquiry into the amount and quality of that instruction. In addition to this, there is a variety of other matters to be attended to. All the statistics of the school should be carefully examined into, such as the number of pupils on the books at the date of inspection, the highest number belonging to the school during the previous six months, the average attendance during that period or since the foregoing visit, the numbers learning the different branches, the rates and amount of payment, if a pay school, &c. The state of the house and furniture also should be looked to, particularly with reference to repair and neatness, the supply of requisites and school apparatus noted, and the deficiencies accurately ascertained; and the description of books in use by the children examined, in order to prevent the introduction of any of an improper character, and to encourage a sufficient supply of those best adapted to the purpose. Too much pains also cannot be bestowed on the character and qualifications of the Teacher; these matters were of course attended to before his appointment; still, at every visit of a Superintendent, they should be taken note of, as a Teacher may fall into habits of immorality or neglect highly prejudicial to his school, or may omit to use the requisite exertion for his own improvement. A Superintendent should also watch closely the demeanour and bearing of the pupils in the school, with the view of ascertaining the mode of control adopted by the Teacher, whether it is merely harshness, with its attendant slavish fear and sullen submission, or good-humoured firmness, with its concomitant, willing obedience. Such particulars will aid him in forming a just estimate of the attention paid to the moral training of the pupils, for which purpose he should also see them at their sports, if possible.

Such are the chief points of enquiry in the discharge of the duty of a local Superintendent.

Of the necessity of a careful inspection of schools established by the State for the education of the people, no reasonable doubt can be entertained, were it only on the ground that the conduct of all who receive the public money should be in some shape or other open to superintendence. It is impossible to conceive the great mass of the actual instruments of such education, I mean the Teachers of Common or National Schools, to be placed in a position, in which they would not be materially benefited by such supervision. No one will deny, that among so many individuals discharging comparatively subordinate though honourable duties, there must be some for whom a system of surveillance is necessary; while even the best can scarcely be supposed so highly qualified, as not occasionally to require the advice and instruction of those, whose superior acquirements and experience have rendered them competent to afford such assistance. Besides, in all extended systems, whether applied to education or not, the experience of the world has uniformly proved the necessity of some