

little more difficult than the preceding one, (the one rising above another, like the steps of a stairs). It will be necessary to divide each class into divisions to correspond with the progress and proficiency of the children. For instance, the first division of the first class-book will be learning the *Alphabets*; the second *Monosyllables*; and so on." The *Intellectual System of Education* is the method inculcated in the Prefaces of those excellent Books, while the Books themselves are so much superior to the common class of books, and contain so much information on subjects seldom brought within the reach of the mass of the people, that they form a sort of library themselves, and require careful and diligent study, on the part of the best Teachers, in order to teach them *intellectually* to others.

SECTION 4. Duties of School Visitors.

1. All Clergymen recognized by law, all Magistrates, and District Councillors are School Visitors, and their duties are clearly pointed out in the 15th and 16th sections of the Common School Act.

2. It is, however, recommended to Visitors, in no instance to speak disparagingly of the instructions or management of the Teacher in the presence of the Pupils; but if they think any advice necessary, to give it privately; and to report to the District Superintendent anything which they shall think important to the interests of any School visited by them. The Law recommends the Visitors "especially to attend the Quarterly Examinations of Schools."

3. The District Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 4th division of the 13th section of the School Act. While each District Superintendent makes the careful inquiries and examinations required by law, and gives privately to the Teacher and Trustees such advice as he may deem expedient, and such counsel and encouragement to the Pupils, as circumstances may suggest, he will, as the Irish National Board direct each local Superintendent, "exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and purue such a line of conduct as will tend to uphold the just influence and authority, both of Managers and Teachers."

4. Too strong a recommendation cannot be given to the establishment of Circulating Libraries in the various Districts, and Townships, and School Sections. A District Association, with an auxiliary in each Township, and a Branch in each School Section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a whole District. It is submitted to the serious attention of all School Visitors, as well as Trustees, and other friends of the diffusion of useful knowledge.

N. B.—There is nothing in the law against Visitors being elected Trustees; and the same person may often serve most usefully both as a Trustee and a Visitor—filling the latter office *ex-officio*, and the former by the choice of his neighbours.

SECTION 5. Appeals to the Chief Superintendent.

1. All parties concerned in the operation of the Common School Act have the right of appeal to the Superintendent of Schools; and he is authorised to decide on such questions as interested parties may think proper to refer to him. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Superintendent: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

2. The foregoing directions do not, of course, refer to communications asking for advice on doubtful points, or prudential measures of a local or general character.

SEC. 6. Constitution and Government of Schools in respect to Religious Instruction.

1. As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. Where it cannot be carried out in mixed Schools to the satisfaction of both Roman Catholics and Protestants, the Law provides for the establishment of separate Schools. And the Common School Act, securing individual liberty, as well as recognizing Christianity, provides, "That in any Model or Common School establishment under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians." With this limitation, the peculiar religious exercises of each School must be a matter of understanding between the Teacher and his employers. This must be the case in regard both to separate and mixed Schools.

2. In Schools which are composed both of Roman Catholic and Protestant Children, the Commissioners of National Education in Ireland have made the following regulations, which are worthy of imitation wherever desired and practicable in Canada:—

"One day in each week, or a part of a day, (independently of Sunday,) is to be set apart for the religious instruction of the children, on which day such pastors or other persons as are approved of