

extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. *In Reading*; whether they can read with ordinary facility, or with ease and expression. 2. *In Writing*; whether they can write with ordinary correctness, or with ease and elegance. 3. *In Arithmetic*; whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, and skilful in them; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar*; whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, Vocal Music, &c.*; the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

VII. *Miscellaneous.*—How many pupils have been sent to the Grammar School; whether a Visitors' Book and Register be kept as required; is the *Journal of Education* regularly received by the Trustees; are the Quarterly Examinations regularly held; are Prizes given in the School. *Library.*—Is a Library maintained in the Section; number of volumes taken out during the year; are books covered and labelled as required; are books kept in library case; is catalogue kept for reference by applicants; are fines duly collected, and books kept in good order; are library regulations observed."

2. Annual School Lectures.

Another most important duty required of each local Superintendent is, "*To deliver in each School Section, at least once a-year, a public lecture on some subject connected with the objects, principles, and means of practical education.*" The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good School law, and there may be a large school fund; and yet education may decline. *** The onward progress of the education of a country does not depend, primarily or chiefly, upon a School fund or School law, but upon the *spirit* and *action* of the *people*; and the great object of public School lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every School Section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the *heart*, of each local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service—a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources: the due administration of the school system—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law—is to excite and maintain, as widely and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy and patriotism in the

adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent, down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent, who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight. ***

(3) Spirit of the Law in regard to the office of Superintendent.

It remains with each incumbent to say whether the spirit and intentions of the law shall be fulfilled within his jurisdiction, as far as depends on the performance of the duties of his office. The act has been passed by the Legislature in the spirit of a generous nationality; the spirit of patriotism prevailed over the selfishness of party during the parliamentary deliberation on this subject. The Government duly appreciated the wants and interests of the whole country, in the preparation of the measure, and all parties in the Legislature cordially responded to it. In the same non-party and national spirit, I hope to see the law administered. * * * *

In a "*Digest of the Common School System of the State of New York*," published in 1844, by the Deputy, under the auspices of the State, Superintendent of Schools, I find the following remarks, which I commend to your serious attention:—

"As the usefulness of Local Superintendents will depend mainly on the influence they shall be able to exercise upon the officers and teachers of schools, and upon parents and the inhabitants of districts generally, they will endeavour to deserve that influence by their deportment, and studiously to avoid everything which may impair it. Hence it will be indispensable that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will expose the office they hold to a vindictive hostility, that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partizan management."

The conviction expressed in the concluding sentences of this quotation has been painfully realized. As party politics ran high, it was found that the appointments of Local Superintendents were made, to a considerable extent, in the spirit of political partizanship, and the influence of the office was frequently employed for partizan purposes. A clamour was soon raised against the office itself, which resulted in its abolition in 1847. Great efforts have been subsequently made, by the State Superintendent and other experienced educationists, to restore the office of County (but not of Township) Superintendent, and place it on a better footing than heretofore. These facts are admonitory. A man's qualifications, irrespective of sect or party, should influence his appointment to the office; but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all persuasions and parties. This has been the avowal of the Government, and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended, than no