

are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar.”

*Spirit of the School Law—Non-political.*

And as the selection to the office of Local Superintendent of Schools should be made upon the sole ground of personal qualification and character, and irrespective of party considerations, so should the duties of the office be performed in the same spirit. During the recent discussion in the Legislative Assembly on the School Bill, it was averred on all sides that the office of Chief Superintendent of Schools was and should be non-political—that whatever might have been the political opinions of the incumbent, or of his mode of advocating them, previously to his appointment to office, that, as in the case of a judge, he should take no part in party political questions during his continuance in office. On this principle I have sacredly acted since my appointment to office, as was admitted in gratifying terms by all parties in the discussion referred to; and I think the same principle should be insisted upon by each County Council in respect to each local Superintendent of Schools, and should be faithfully acted upon by every person filling that important office, thus making it equally confided in by all classes of the community. I am sure every Municipal Council in Upper Canada will agree with me, that the entire superintendence of the School system, in all its parts and applications, should be perfectly free from the spirit or tinge of political partizanship—that its influence, like the genial light and warmth of the sun, should be employed for the equal benefit of all without regard to party, sect, or colour. \* \* \* \* \*

The spirit in which the provisions of the new School Act have been, generally speaking, discussed and adopted in the Legislature, I regard as an omen for the good of our country, and worthy of imitation in all Municipal and Local School proceedings throughout Upper Canada. Party differences were not permitted to mar this great measure for the education of the people; and although there were individual differences of opinion among men of different parties as to some details of the Bill, yet men of all parties united in the support of its general principles, and in an earnest desire and effort to render it as perfect as possible in all its provisions. I hope that no party spirit will be permitted to impair the efficiency of its administration in any Municipal Council, public meeting or Corporation. In the great work of providing for the education of the young, let partizanship and sectarianism be forgotten; and all acting as Christians and patriots, let us each endeavour to leave our country better than we found it, and stamp upon the whole rising and coming generations of Canada, the principles and spirit of an active, a practical, a generous and Christian intelligence.

#### DUTIES OF LOCAL SUPERINTENDENTS.

*Extracts from the Chief Superintendent's Circular to Local Superintendents, dated August, 1850.*

##### 1. *The Local Inspection of Schools.*

To perform this duty with any degree of efficiency, a local Superintendent should be acquainted with the best modes of teaching every department of an English school, and be able to explain and exemplify them. It is, of course, the local Superintendent's duty to witness the modes of teaching adopted

by the teacher, but he should do something more. He should some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitatorial part of your duties, I have nothing material to add to the suggestions which I made in my circular to local Superintendents of Schools in December, 1846. They are as follows:

“Your own inspection of the schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.: and on this subject, we ought not to content ourselves with exterior and general facts. \* \* \* \* \* But it is not of less importance to know the interior regime of the schools—the aptitude, the zeal, the deportment of the teachers—their relations with the pupils, the trustees and the neighbourhood—the progress and attainments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes, in their different branches of study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.

“In the inspection of Schools, I would suggest something like the following order and subjects of inquiry and examination:—

“I. *Mechanical Arrangements.*—The tenure of the property; the materials, dimensions and plan of the building; its condition; when erected; with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the Teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

“II. *Means of Instruction.*—The Books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the Apparatus provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, &c.

“III. *Organization.*—Arrangement of classes; whether each child is taught by the same teacher; if any assistant or assistants are employed, to what extent, how remunerated, and how qualified.

“IV. *Discipline.*—Hours of attendance; usual ages of pupils;—If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed, if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; is school opened and closed with reading and prayer as provided in the regulations, and what religious instruction is given, if any.

“V. *Method of Instruction.*—Whether mutual or simultaneous, or individual or mixed; if mutual, the number of monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, to what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what