

the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises; the way in which they are prepared, whether with or without assistance; the method of teaching, whether conducted in large or small classes or by individual instruction; the books and apparatus used; the seasons and hours of school work, with their distribution among the different subjects of instruction; the length of vacations; the amusements and social life of the pupils; the size and arrangements of the school buildings and playgrounds; the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars, are details of much interest and importance, which you should study in small and in large schools, in the country districts as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results* you will endeavour to examine, either *viva voce*, or on paper, or in both ways, some of the ordinary schools as well as those of a more important character, to be present during the school work, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character, and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after life; and in what manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant Commissioners under these Commissions, and of the questions and forms to be answered by the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable