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WHAT A SCHOOL INSPECTOR IS SUPPOSED TO NOTICE.

It might not be uninteresting to Public School Teachers generally, to know something of what an Inspector is supposed to notice in his semi-annual visits to the schools. If there is anybody with whom the teacher desires to stand well, it is the Inspector. He is, in some respects, his superior officer, but, if true to his position he is none the less the teacher's best friend. And though the examination of the school, (speaking in general terms,) is his principal work, yet the mere excellence of recitation, as discernible by the unpracticed observer, is but a small proportion of the data upon which he bases his estimate of the teacher's work, or his usefulness in the profession.

To be explicit in what we wish to say on this subject, let us particularize.

1. ORDER. To the practiced as well as the unpracticed school visitor *Order* is the first thing that strikes the mind on entering a school. Indeed, in many cases, impressions in regard to this matter are received

before entering the school at all, when, for instance, the school yard is found in a very confused state, with wood and litter of all kinds strewn hither and thither, it is almost a certain indication of *internal* confusion. "Like coming events, it casts its shadow before." We rarely find, where such are the external indications of chaos, that the internal do not fully sustain our impressions already preconceived. No school visitor but does, in a very short time, decide whether a school is orderly or not. An Inspector is particularly quick in detecting this. The arrangement of books, slates, hats and cloaks, very soon tell the tale. The position of the scholars in their seats—whether erect and attentive, or lounging and indifferent—the manner in which even the first class called makes its way to the front for recitation—the manner in which the scholars stand in their class—the arrangement of the teacher's books on his desk—the personal neatness of the teacher—the work left