

## From the Inspector's Note Book.

[Gleaned from the Chief Superintendent's Report, N. B., 1894.]

The general appearance of the school houses and premises could be very much improved in many districts by a small outlay of money and a little labor. Little, however, is done in the way of improvement unless specially recommended. The idea that school rooms and school premises should be made pleasant and attractive is an idea that seems to enter into the minds of trustees and ratepayers very slowly.—*Inspector Smith.*

There is also a tendency observable in many schools to advance the pupils too rapidly in reading and arithmetic. This is done at the expense of thoroughness. It is urged in regard to reading that the pupils get to "know all the words," and that they then lose interest in the lesson, read carelessly and too rapidly. It has always appeared to me a difficult matter to teach reading until the pupil does know the words. The skill of the teacher is then brought into requisition to lead the pupil to express the meaning of the piece, to teach him to see how, by attention to articulation, pitch, tone, emphasis and rate of utterance, he may best convey that meaning to others. The exercise will then become one of thought, not one of imitation and routine. There can be no proper reading where the pupil cannot pronounce correctly a large number of the words, or understand their meaning. *Hearing* a reading class may be a pastime, but teaching the subject demands skill. In arithmetic more attention to principles and less to rules would be advisable. As a matter of education the *why* is more important than the *how*.—*Inspector Steeves.*

There should be more thought and power of expression of thought developed in our teaching. Teachers should realize, to a greater extent, that it is rather their duty to direct the work of the pupil than to do it for him. \* \* \* I would suggest that some slight instruction be given in the Normal School in the subject of forestry. The trees are generally poorly selected, and very bad taste as well as judgment are displayed in setting them out. They are often placed too close to each other and too near the school house. In such cases if they grew they would soon become a nuisance.—*Inspector Carter.*

The work in the ungraded schools, as carried on in the County of York, is, I think, improving, attributable, perhaps, to the fact that there has been less changing about among the teachers than in former years. The teaching of primary reading and number,

and the slate work in connection with these subjects, is certainly better than formerly. The new grammars have been introduced in nearly all the schools, but have been in use too short a time to report upon the work in this regard. There has been more teaching the literature in the readers, and greater interest displayed in the subject of composition.—*Inspector Bridges.*

In No. 9 the pupils seem averse to exertion. They wish the work made *easy* and *interesting*, if not *done* for them altogether—clearly a result of the unintelligent application of our modern methods. \* \* \* No. 14 is a hopeless case. After being aided in the erection of a school-house to the amount of \$50 from the school-house grant, they stubbornly refuse to open the school. There is only one man in the district in favor of a school, so dense is their ignorance. \* \* \* In No. 3 the trustees are very remiss in the performance of their duties, and the attendance fell off very considerably in consequence. During the coldest weather, a pane and several parts of panes of glass were out of the windows and nothing substituted to keep out the cold. The fuel was fir—wet and soggy—seemed like half dried fence rails. The new out-houses, built a year ago, had one door torn off the hinges, and other evidences of neglect. While all these things point clearly to careless trustees, I cannot hold the teacher entirely blameless.—*Inspector Mersereau.*

Arbor Day was observed by sixty-eight districts in this inspectorate (Victoria, Madawaska, Kent). Two hundred and eighty-two trees and eighty-nine shrubs were planted. Ninety-seven flower-beds were made. School-rooms and play-grounds were cleaned, and in many cases papers dealing with plant culture were read, and appropriate songs and recitations given by the pupils.—*Inspector Meagher.*

## Arbor Day.

\* \* \* In most cases the teacher, with a little tact, will be able through the children and otherwise, to arouse such enthusiasm in at least some of the parents, as to secure their co-operation with teams and tools on Arbor Day. In most country schools young trees, shrubs, wild plants, etc., can in this way be procured in abundance. The tactful teacher will at the same time consult and direct the taste of the boys and girls with regard to the form and amount of decoration most suitable for the particular locality. That teacher will make a serious mistake, and lose a fine opportunity, who fails to make such use of the holiday as to have the school-room, or rooms, made tidier and prettier, the grounds and surroundings more tasteful, and the whole aspect of things more inviting, than ever before.—*Toronto Educational Journal.*