

- (1) Truancy is prevalent in your school.
- (2) Some of your pupils frequently come to school with their lessons unprepared.
- (3) Some of your pupils are inattentive to their personal cleanliness and neatness.
- (4) A very defective style of articulation and pronunciation prevails in your school.
- (5) Some of your pupils come habitually late to school.

VIII. State clearly how you would teach—

- (1) A *first* lesson in reading to a primary class.
- (2) A *first* lesson on the reduction of fractions to equivalent fractions having a common denominator.
- (3) Spelling to a Second class.

HYGIENE.

1. Criticise the room in which you are writing with reference to the following points:—(a) Situation, (b) Size, (c) Seats, (d) Heat, (e) Light, (f) Ventilation.

2. Name other points necessary to be taken into account in estimating the suitability of a school-room, from a hygienic point of view.

3. What precautions should be taken by a teacher to guard against injuries to the eyes of his pupils?

4. Give a brief description of the process of digestion; (a) of animal food, (b) of vegetable food, (c) how is the process affected by the work of the school.

5. Describe the human ear, and point out the dangers, general and special, of boxing children on the ears.

6. Describe Miss Buckton's method of cooking a mutton-chop, giving her reasons for the several steps.

HIGH SCHOOL DEPARTMENT.

THE TORONTO NORMAL SCHOOL.

THE following letter addressed to us puts before our readers the case of the Western Normal School in what seems to us a very clear light. The writer gives his impressions of the institution. There is no difficulty in seeing that there is a good deal rotten in Denmark. When the Minister has time to attend to this matter we hope he will reorganize the whole institution.

We have never yet met a student who has spoken well of either the staff or the system. What should be the coping-stone of our Public Schools is little better than an organized fraud on the public, and the Minister of Education retains in office for some inscrutable reason a staff that would disgrace a fifth-rate High School. As our High Schools are now closely connected through their Second Class candidates with the Nor-

mal Schools, the subject is one of interest to High School Masters, and we propose to make the question a live issue, until what a long suffering public objects to, be rectified. We venture to say that there is not a Public or High School Board in Ontario that would tolerate for a day the continuance of the very serious evils to which our correspondent directs attention:—

To the Editor of High School Department of the Can. Ed. Monthly:

SIR,—As I am aware that you take a deep interest in the cause of education, I feel it my duty to give you a very brief account of a few particulars, referring to the working of the Toronto Normal School, so far as it concerns candidates for Second Class certificates. It is well known that the institution just named, is frequently spoken of by those who have