

own selections; at another, the examiner selects the piece to be read; thus giving one whose ability to read well is not equal to that of another an opportunity for making a far higher mark.

When the examiner selects the piece, about one quarter of the students have not seen the selection before they are called upon to read, then it is generally found out by those who have not read, and they have the piece well prepared by the time they are called upon. Very little effort is made to prevent this unjust state of affairs.

The examiner in Music, understanding the slight attention given to the teaching of that subject, cannot give a just examination. All have the same privileges, but the examination is not what should be expected from those who are supposed to teach music in a school.

The writer in his examination was asked but three questions. (1) What is the signature of this piece of music? (2) Where is "do" found? (3) What is the name of the first note? He then was asked to run up and down the common scale, after which he was told that he might sing a song if he wished to improve his marks. For this examination he received about 50 per cent. In such an examination one who knew very little of the theory of music, could make as high a mark as one well versed.

The examination in Drill is somewhat similar to the above. The student has the privilege of giving two or three commands, and from this his whole knowledge of drill and ability to command are judged. The writer saw several students who, previous to their coming to the Normal, had had a good course in drill at a Collegiate Institute, but were nearly plucked by this mode of examining; and others that had not studied drill before coming to the Normal, who, in fact, owned that they knew very little about drilling a class, but who made a high mark.

Students are told at the Normal to teach Mental Arithmetic in the morning, when the brain is not wearied; but the examination in this subject is called on immediately after some difficult memory subject. They are

not told when they may expect an examination in this subject, thus affording no time for review; but are called in after some such subject as Hygiene or Education, and the Mental Arithmetic papers are unexpectedly placed before them. Several have failed on this account.

#### MODEL SCHOOL.

This is the best feature in connection with the Normal. This school affords excellent advantages to the student in learning the Art of Teaching, in fact it is the only part of the Institution that is of benefit to the would-be teacher.

#### LIBRARY.

The valuable library, in connection with the Normal Reading Room, *is locked up during the whole session*, and is of no service whatever to the students.

These are undeniable facts.

#### SUCCESSFUL STUDENT OF '79.

### HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

*To the Editor of the Canada Educational Monthly—*

SIR,—The peculiar character of "Whitby's" recent letter on this subject tempts me to offer a brief reply. Permit me to say, in the first place, that my communication was not a defence of the present method of creating Collegiate Institutes. I merely dealt with three emphatic assertions that constituted the principal part of the article taken from a Whitby paper. They were, (1) That a *purely fictitious distinction* has been established between Collegiate Institutes and High Schools, whereby the former draws \$750 per annum more than High Schools from the legislative grant; (2) That it is well known that in *these Collegiate Institutes (ista gymnasia)* boys are forced into Latin, simply for the purpose of laying claim to the grant; (3) That these Institutes "spring up" where the population rises over 4,000.

With much in this article I quite agree, but, believing that the above statements