

who was in the constant habit of relying upon the voice not only to teach but to control, and as a result the latter was very incomplete. Noise rebuked in voluble tones one moment, was as loud as ever the next. Another teacher in charge of the same class had merely to look at the class to secure silence as well as attention.

One more point in the deportment of the teacher is to

AVOID ECCENTRIC HABITS.

There is more danger from these with men than with women. Wherever they prevail they tend seriously to weaken the authority and the influence of the teacher, by provoking the amusement of the scholars. We have heard the most hilarious laughter indulged in over the unconscious but ludicrous man-

nerisms and peculiarities of an admirable teacher. We have known others to be lampooned not only for their odd movements, but for their peculiarities of speech. We have seen the habitual grunt of one, the smack of the lips of another, and the strut of a third, used as material for merriment amongst their respective scholars. Teachers should constantly remember that children, from the very vacuity of their minds are particularly sensitive to ludicrous impressions. These are always indulged in at the expense of the person who causes them; for there is much truth in what Addison says, that "laughter is caused by a sense of superiority." The teacher should be, in habits as well as in dress, a pattern to his scholars,—an authority to quote, not an object to point the finger at.

HIGH SCHOOL DEPARTMENT.

THE REVISED PROGRAMME FOR PUBLIC SCHOOL CERTIFICATES.

When it was rumoured that changes were contemplated in the course of studies prescribed for examination for Public School Teachers, hopes were entertained that the adaptation that has been made of the non-professional Second Class examination to the Lower School programme of our High Schools would be carried out in the case of First Class certificates and Upper School work—that the course for Grade C would coincide as far as possible with that for Junior Matriculation, and that for Grades A and B, with that for Senior Matriculation in Toronto University. To some extent these expectations have been realized, and we congratulate both candidates and masters on the simplification of the programme, and the partial harmony that has been thus introduced. But there are still serious and, from a High School point of view, vexatious differences between the courses of study, which only those who are engaged in the effort to put both into operation can fully appreciate. When such differences occur, it is only natural to expect that there

should be some good reason for their existence. To our mind, however, some of them are unnecessary, and some even unjustifiable.

For Grade C, there are five Departments:—
I. English Language and Literature II. History and Geography. III. Mathematics. IV. Elementary Mechanics. V. Physical Science. The English and English Literature, prescribed for this examination and for Junior Matriculation with Honours are the same, except that Johnson's *Life of Addison*, Macaulay's *Life of Johnson*, and some papers from the *Spectator*, are required in addition for First Class certificates. In History and Geography curiously enough and for some, no doubt, philosophical reason, the Geography for First Class, is that for both Pass and Honour Junior Matriculation, while the History is only that for Pass, if we except chapters 15 and 16 of Hallam's *Constitutional History*. The Pure Mathematics are mainly the same, except that Trigonometry is regarded as unnecessary for the Public School Master in this stage of his mental development.

To the additions to the Literature little objection can be taken, though the already over-