

The following information is taken from the Calendar:

The session of the Academical year began on the 6th Sept. The staff is Alex. Anderson, LL.D., Principal, Latin, Greek, Senior Mathematics. John Caven, English, French, School Management. Geo. Harcourt, B. A. Sc., Chemistry, Physics, Natural History, Physiology and Agriculture. Geo. E. Robinson, B. A., Mathematics, Arithmetic, etc., etc. Frederic E. J. Lloyd, F. C. C. G., Music. Joseph C. Arsenault, Principal of the Model School and Assistant in French. Alexandria Scott, Teacher of the Infant Department.

The College, which was founded in 1860, was amalgamated with the Provincial Normal School in 1879. The joint institution is intended to provide an education for young people of both sexes in literature and science, and to train teachers for their profession. There are consequently two classes of students in attendance, but as both require education in the same subjects, they are taught by the same masters and at the same time. The curriculum is arranged accordingly.

In future the graduating diploma will be of three grades: 1st. An Honor Diploma will be given to those who have taken the full course of three years, or the second and third years, having by examination been admitted to the second year, and who have in the written examinations of the third year obtained at least 75 per cent. of the attainable number of marks in the above mentioned subjects. 2nd. A first class ordinary Diploma will be given to those who have taken the first and second years' course, and who have made at least 75 per cent. of the number of marks attainable in the written examinations for the second year. 3rd. A second class ordinary Diploma will be given to those who, under the same circumstances, have gained at least 60 per cent. in the examinations in Latin and Greek, and classics, English, French, mathematics, science and history.

TALKS WITH TEACHERS.

Instead of directing all my talk to the teachers it often occurs to me that I should offer a few remarks to trustees and districts. It is a pity that the REVIEW does not reach the Trustees of all the schools; I am glad to know, however, that a good beginning has been made in that direction. It would be a good plan for the teachers to lend their papers where they are likely to do good.

While many School Boards are not only willing but anxious that their teacher should attend Institutes, there are a few so mean and unprogressive that they not only begrudge the time so taken but even deduct pay for the days "lost." It is not necessary, I hope, for me to say that this can not be legally done, and the teacher can recover for the days if she has notified the trustees of her intention to attend. In case of a dispute of this kind it would be well to refer the matter to the Inspector.

Why is there so much interference with teachers in the matter of boarding places? In some districts to such a pitch is this carried, that the teacher's selection of a boarding place often determines the length of her stay in the place. Trustees often obtrusively interfere in this matter. It is well enough for them to give advice in the matter when requested, but the stipulation of the house at which the teacher must board is simply impertinence. The cost too, at which board can be procured at a certain house is often made a factor in determining the amount of salary to be given. Teachers are very foolish to submit to any such conditions. It is always best to make all such arrangements entirely independent of the trustees.

Ratepayers often find much fault with teachers regarding the employment of their time outside of school hours. Where such employment may or does interfere with her work in the school-room, such complaint may be justifiable, but where fault is found because a teacher does not attend a particular church or take a class in the Sunday-school, the complaint is not justifiable. Criticism is often indulged in because the teacher is socially inclined and perhaps may dance. It is not well to carry anything to excess, but I think it is not good policy for the teacher to hold herself aloof from the social life of the district. She has there an excellent opportunity for studying the disposition of the people with whom she has to deal and may be the means of elevating the tone of the place. As to dancing, it must be borne in mind that opinions differ very widely as to its harm in moderation.

To the Parent: When the teacher visits you do not make up your mind that it is for the purpose of finding fault. It may be the opposite, and the call may have no special significance beyond a mere social one. If the call relates to school matters, kindly send the children from the room as it will not be pleasant for the teacher to have them present, perhaps to be called upon to sit in judgment upon her. If it is a social call, do not bring up school matters at all nor expatiate upon the strong and tender qualities of each young prodigy in the presence of the parties concerned. It is very embarrassing.

When a teacher begins the work of teaching or takes charge of a new class the very first thing to be done is to get thorough control of the pupils. Without this no work, satisfactory or pleasant either to the one or the other, can be done. No matter whether it takes one day or ten to do it let everything else occupy a secondary place, or be employed only as a means to this end, until it be accomplished. It is