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THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

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Articles : Original and Selected.

ADDRESS TO NORMAL STUDENTS.*

I am sure that you will pardon me if I address myself exclusively to the young friends whose interests have called us together on this happy occasion.

To you, therefore, class of '96, it is my pleasing duty and privilege to say a few parting words on behalf of the professors and instructors of this institution; and, lest I forget where I stand and the well-known law that brevity is an important characteristic of strong diction, and thus go on speaking to you for an hour as usual, I have taken the precaution of committing my words to writing.

I desire, first of all, to thank you for the kind words which your valedictorians have been pleased to utter in your behalf. That we appreciate the kindness of heart that prompt such expressions goes without saying; that they give us genuine pleasure, even though our professorial toes are gently but kindly trodden upon, could only be expected, seeing that we are but ordinary flesh and blood, and partake of the frailties of the same.

The joy, so plainly manifest in every face before me this afternoon, is but the reflection of that which your instructors feel when, looking down through the coming years,

*Given at the closing exercises of the McGill Normal School, by Professor A. W. Kneeland.

they realize that the influences which they have endeavoured to set in motion here, will be furthered and strengthened by you in upbuilding the mental and moral fabric of society in our land.

Student days, so full of labour and so full of happy memories, for many of you have passed away. To-day you receive that diploma for which you have so long and faithfully laboured, and which opens to you the doors of a profession second to none in the wide world. This is the crowning day for the student, the commencement day for the teacher. The student has been running in a race for the prize, the teacher enters upon his race with high hopes, lofty ambitions, and a determination to leave the world wiser and better than he found it.

While I would not cast even that shadow which deep thought might bring over such happy proceedings as have called us together, yet I should prove recreant to duty were I to indulge in meaningless platitudes or paint pen pictures in order to tickle the fancy or afford amusement for a passing hour.

The importance of the step you have taken is too great; the requirements of the times are too exacting; the conflicts of life too pressing; therefore, even at the risk of being thought over serious and possibly pessimistic, I shall endeavour to call your attention, for a few minutes, to some of the signs of the times, and answer, if possible, some of the questions that will naturally arise in your minds, bearing upon your relationship to the world around you.

At no time in the history of mankind has the spirit of inquiry been so active and so dangerously in earnest as it is in this latter quarter of the 19th century; not even in the golden age of Roman thinkers and writers, nor in the times of the subtle philosophers of polished Greece, nor in those of the Renaissance, when all western Europe seemed in a nascent state, full of restlessness and dissatisfaction, and ready to leap into anarchy and rebellion at the first flash of the firebrands furnished by poverty, jealousy and crime.

These are days when the base-born and vicious by inheritance are beginning to use the leverage which the almost universal spread of education places within their reach, in order to make their influence felt from the foot of the throne which sometimes itself trembles at their heavy

tread, to the humblest municipal body in the land, and men of corrupt morals and evil manners are placed in high positions where they greedily search their prey afar, as vultures from their native crags. Again there are days when tradesmen, enlightened by the same lamp of learning, are beginning to make their influence felt in the land for good or evil, and at the voice of one man whole railway systems are locked up, trade is suspended, buildings are burned, trains derailed, workmen stoned, until the shock goes through the land like some mighty earthquake, and and all society is shaken to its centre ; then the troops are called out, and comes the sound of battle and carnage ; and might triumphs for a time, when the discomfited workmen gloomily return once more to their unending and often poorly paid tasks, to nurse their wrath and prepare for the battle anew, while capital, often abused and misrepresented, seeks to entrench herself by calling in the aid of legislatures to make laws to repress the irrepressible volcano on which she is standing. And thus the battle between capital and labour goes on, easily becoming hotter and more deadly as the mind of the workingman is opened by education to see the possibilities spread out before him.

Again these are days of discovery and invention. If the inventions of the past fifty years were wiped out of existence at one fell stroke, the whole world might well go a-mourning, for nearly everything that is the fruit of inventive skill, and now useful to man, would be destroyed ; but the inventions of the past fifty years are but the child of the giant that is to grow up during the next half-century, putting bit and bridle into the mouth of the tornado and hurricane, and making them do man's bidding ; setting air and water and electricity at work, cooking our food and warming our houses ; developing the powers of our soil so that two blades of grass will appear where one now grows ; signalling the inhabitants, perhaps, of some far off planet, and passing the time of day or interchanging ideas concerning politics and education, until that time spoken of in prophecy is ushered in, when the kingdom and the dominion, and the greatness of the kingdom in the whole earth, shall be under the control of the mighty mind of man.

These are days when science is making her almost omnipotent arm felt in every walk of life, and men begin to see the plague and the pestilence chained or stalking back to

their native place, the lame walking, the blind seeing, the deaf hearing.

Men are reaching down into the bowels of the earth, and are reading the history of creation and the almost countless years that have left their impress upon the traps and grits and granites and limestones that form the bony frame-work of the giant earth; and they are reaching up into the heavens above and are analyzing the matter of the sun and weighing the planets as with balances; but in all this they sometimes forget God, the maker of them all, and become proud and say: "See what our hands have done!" And thus with the advance of science, with its many blessings, comes the danger that men will forget to be humble and to recognize that the giver of every good and perfect gift is God. Again these are days when men under the influence of education are beginning to think and weigh for themselves the problems of life and eternity.

The dictum of the mere windbag ceases to be accepted as the unvarnished truth and the political demagogue is no longer able to deceive the people so readily as of yore, by his plausible sophistries; yet in all this there is a great danger lest men become sceptical and hardened, so that the influence of the gospel of our Lord shall no longer affect their minds, and the people become a nation of agnostics or atheists.

These are but some of the features of our times; the ceaseless activities of our day are constantly bringing to the front things that are new and strange, thoughts that are burning and vital to our welfare, and happy will be our nation, if she read the signs of the times aright, and act according to true wisdom. "But now," do I hear you ask, "What have we teachers to do with these things?" I answer, *Much, everything.*

To you, whether you are called to labour in the little red school-house under the hill, or the more pretentious schools of our towns and cities, is committed more than to any others, the working out of the destiny of the future.

Are the problems of labour and capital to be solved to the advantage of all concerned, or are they to cause this fair earth to be drenched with blood? The education and training of our children are to decide these things. Are they trained to be respectful and truthful, manly and honest, unselfish and mindful of the rights of others? Then

these questions will be equitably and lawfully settled; if not, then the greatest struggle the world has ever seen must settle them; and you are those whose high duty it is to give that training that will bring about the one and prevent the other.

Are the powers of air, earth, water and electricity to become altogether the servants of man; are the generations to come to be blessed with all that science and invention might do to alleviate pain and ameliorate the condition of mankind? Then our children must be taught to *think*, that these problems may be solved; and yours is the duty to teach them to think.

If you accomplish this, even though they may not have learned to construe a difficult sentence in Latin, or to analyze a troublesome grammatical puzzle, you have done for them that which is of much greater value; you have made them capable of reaching the highest rounds of usefulness and fame, because they have learned to think.

Are the higher powers of mind and the independence of thought of our times to lead men into the realms of doubt or the darkness of atheism? It depends largely upon the training which our children receive at your hands, and the example which you set them by word and deed.

Are our legislative chambers, our courts of justice, our municipal and other minor offices to be filled by men who honour the constitution, who hate injustice and oppression, who are proof against bribery and corruption on the one hand and the sinister influences of pride and ignorance on the other, who are wise to see the right and fearless to do it regardless of consequences, who love their country and its prosperity so much that they are ready to sacrifice their ease and leisure to advance its interests? Then must our children be taught to honour our laws, to love our native land, to respect those in authority, to love truth, to hate deception, to take an interest in the politics of the country, to have right views on such questions of political economy as every intelligent boy and girl can comprehend.

And who are to give them this training? Not the parents, who are sometimes barely able to furnish the daily bread that sustains them, and who, in thousands of instances, are ignorant of these very things themselves, and hence could not instruct them, if they would; not the clergy, who have the high offices of their sacred duties to perform; not the Sunday-school teachers, who have their own special work to do.

To the public school teacher then this duty too falls, and it is you who have to undertake the task of training up the rising generation to be patriotic, just and honourable citizens of this great country.

Are you prepared to undertake it ; or do you think that when the child has been taught to read a write, your duty to him is done ? Are you aware that more of their working hours are spent in your presence than in that of any other, even that of the parents themselves ? You are to them a pattern of all that is right and true and noble ; can you betray the trust reposed in you ? I cannot think this after the associations of the past year or years.

We look to you to be more than mere time-servers ; we look to you to carry with you into your work of building up the future of this our fair land, somewhat of the spirit which your principal and professors have tried to inculcate by precept and example during the months that are past.

Never stand still ; to do so is to die intellectually ; your work of learning is but begun ; but you possess the key of all knowledge, apply it faithfully, and truth will allow her locks to yield until in a better world all these mysteries of natural science, these certainties of mathematics, these abstractions of metaphysics, these beauties of language, these glories of art and song will unite to add to the enjoyment of those who climb up the steep ascent and hear the " Well done " of the master.

Dear young teachers, into this great work you are entering to-day. Is it to bless humanity, to banish distress, to alleviate the woes of mankind, to light up and lift up ; or is it to make the world darker, its burdens heavier, its woes more distressing ? It is for yourselves to answer.

Editorial Notes and Comments.

SPEAKING to a representative of the *Montreal Star*, Professor Carter, lately appointed to one of the chairs of Classics in McGill College, gave his views on the teaching of languages. As his remarks have reference to the work of the schools in this branch of learning, we take the liberty of reproducing, at some length, Professor Carter's ideas as expressed in the interview referred to. Among other things he said: "I fully sympathize with Dr. Peterson in the efforts he is making to place the Faculty of Arts on a level

with the other faculties at McGill. To me the Faculty of Arts is one of the most important branches of university work, and anything that detracts from its efficiency must necessarily have an ill-effect upon the other faculties. Principal Peterson has already taken steps to increase the efficiency of the faculty, and I have no doubt that at the end of the session he will be able to notice some tangible results of his labour in this connection. I have scarcely been a week in Canada, but even in this short space I have been able to observe a number of defects in your educational system which greatly handicap the professor of a university in his work. I have noticed that McGill University—and, I presume, McGill is not in many respects different from other Canadian universities—is practically forced to give her students in the Faculty of Arts an elementary classical education, in addition to teaching them in the more advanced branches. This is not as it should be. Students entering upon a university course should at least be able to read and translate with comparative ease. Then the professor would be able to advance them more rapidly in the higher branches. In my opinion more attention should be paid to the teaching of classics in those of our schools—church, public, private, or otherwise—which aim at preparing their pupils for a university course. The university should insist that more than the mere elementary principles of a classical education should be acquired by its students—that are to be—before they enter such an institution. Such a change would greatly facilitate the work of the professor. I am aware of the great attention paid in these days to the teaching of mathematics—many believing that such an education will be of greater value to the student in after life than a knowledge of Greek or Latin. However, I do not agree with those who hold this opinion. A thorough classical education will always stand the average university graduate in good stead. There is hardly a profession in these days which may be entered without the student first acquiring a knowledge of Greek, Hebrew or Latin. In medicine, law and pharmacy, Latin is essential, and in theology the student must be able to thoroughly understand Hebrew and Greek in addition. So that, in whatever sphere of professional life a man may enter, a classical education is a real necessity. I may say in most of the universities in England much greater attention is

being paid at present to classics than formerly. At St. Paul's School, London—an institution where boys are prepared for a university course—Latin and Greek are taught daily five days a week. This is as it should be in the schools of Canada. The result is that the pupils receive such a thorough grounding in these subjects that they enter the university much better informed in classical literature than the average freshman here." Though there is a good deal of truth in what Professor Carter says about matriculants entering college with too little knowledge of the classics, we think that the average teacher will wonder where, with an already congested time-table, the time is to be found for further preparation in this branch, important though it be, unless, indeed, the pupils remain a year or so longer at the school. Indeed, if the university insists on a fuller knowledge of Latin and Greek before granting admission to its classes, at least another year must be added to our academy course. However, the advisability of such a course, since it is perhaps not more knowledge that is required, but a more practical knowledge, may be open to question. We should like to have the opinions of our teachers on this matter.

—ONE of our exchanges remarks that "about the handsomest lawn in D——— is that of the High School." And why not? It is hoped that the competition which has recently been inaugurated in connection with our school-grounds will bring it to pass that it may truthfully be said of many of our school municipalities, "The most beautiful grounds in such and such a district are those of the district school."

—REFERRING to the promises of educational reform in this province, lately made in behalf of the government by the Premier, the *Quebec Chronicle* says: "He will more largely subsidize the common schools, where want of means has long been a great hindrance in the employment of proper teachers. It is well known that there are many school-mistresses in the country districts who are paid less than a hundred dollars a year, and the large majority of female teachers engaged outside the cities and towns earn below \$200. How is it possible that efficient teachers, even for district and elementary schools, can be obtained for prices such as are paid in our cities as wages to domestic servants? No doubt with the increased aid that is to be forthcoming,

means will also be found for keeping the rate-payers up to a due performance of their duty." Another paper, the *Richmond Guardian*, says, speaking of the same matter : " On the broad question of increased aid we are heartily with the government ; but there is just the danger that an increased subscription from the Provincial Treasury may not augment the total fund applicable to school purposes. Our experience is that the more the government gives the less the tax-payers tax themselves, and unless more stringent conditions than now prevail be attached to the government grant, the schools will not be benefitted by the proposed increase. We don't know how far it would be practicable to compel school commissioners to raise the rate of assessment to any particular level that may be decreed by law,—there are a hundred ways in which such a provision might be evaded ; but this we do know, that every school should be obliged to earn what it gets from the state, and therefore the amount given to them should be dependent more or less upon results." It is plain that any increase to the common school fund should be so distributed as to assist the poor schools and to encourage school boards to raise even more than they now do by taxation. The agitation now going on in this province is not for money from some new source, but for better schools. Our people should know that to have more efficient schools we must have more efficient teachers, better paid teachers, and a greater willingness among the rate-payers to stand the cost of the best possible education.

—FROM the *School Journal* we take the accompanying extract. There is in it a word of warning and a word of advice for all teachers. " If any teacher deserves to be called pedantic, it is the one who regards his pupils as so many empty vessels which are sent to him to be filled every day with part of the knowledge which he has in store for them—and his name is legion. Ever since the days of Friar Bacon the leaders of educational thought have complained that there is in the schools too much chain-gang work, too much talking by the teacher and too little by the children, too much of guidance, of help and support—and too little self-activity on the part of the pupils. Still the pedants—Heaven grant them a comfortable grave!—go right on pumping knowledge into their pupils, and if they ever think of letting them go a little way without go-cart

and leading-strings, they put up so many fingerposts that the youthful minds are kept right in the ruts. The thoughtful ones among the teachers do differently: they believe in waking up the mind and getting it to chisel out new ideas independently of any work-director; they encourage their pupils to strike out for themselves, to explore new fields, to look for new truths and new ways of doing things, and, unassisted, to solve problems within the scope of their powers. This is the right course; for the school stands for development of character, of self-reliance, and that can be acquired only through self-activity. Well says Diesterweg—and these golden words cannot be too often held up to teachers: '*Lead your pupils to self-reliance through SELF-ACTIVITY in the service of all that is true, beautiful, and good.*'"

Current Events.

—THE next convention of the American Institute of Instruction will be held next July in Montreal. Mr. Albert E. Winship, of Boston, editor of the *Journal of Education*, and president of the Institute, was in Montreal lately, arranging for the coming meeting. The society is largely New England in its constituency, though it has quite a membership in New York, New Jersey and Pennsylvania. It has met out of New England but twice in its history. It usually has from a thousand to twenty-three hundred teachers in attendance, and always has the names of many of the most distinguished educators of the east on its programme. The programme for the next convention will be as attractive as any that has ever been presented in America. Aside from the popular evening sessions, in which both American and Canadian speakers will take part, there will be three section meetings each day, and there will also be the best educational exhibit ever seen in this country in connection with any educational meeting. Mr. Winship says there will be from one one to three thousand educators from the United States here at that time attracted by the programme, the city, and the many charming excursions up and down the river and into the mountains. He prophesies that most of the teachers will spend their vacation in this vicinity. The teachers and educationists of the United States may be sure of receiving a warm welcome to Montreal and Canada at the hands of their fellow-workers in the Dominion.

—IT is with deep regret that we learn of the sad bereavement which the Rev. E. I. Rexford, Rector of the High School, Montreal, and member of the Protestant Committee of the Council of Public Instruction, has sustained in the death, at the age of thirteen years, of his eldest son. The EDUCATIONAL RECORD only voices the sentiments of all Mr. Rexford's many friends in extending to him the fullest of sympathy.

—ON the occasion of his removal with his family to Knowlton, the Rev. E. M. Taylor, M.A., Inspector of Schools, was presented with an appreciative testimonial by his former fellow-townsmen of Cowansville. Inspector Taylor has taken up his residence in Knowlton, finding that place more central in his inspectoral district.

—MR. Von Iffland, principal of Cowansville Academy, has received permission to use the Town Hall for the purpose of drilling his pupils therein when the state of the weather makes it impossible to have a drill out of doors. In his application Mr. Von Iffland dwelt on the importance of military drill and physical culture for pupils. He stated that no damage would be done to the hall, as the pupils would be under his personal supervision while in it. His request was granted by the councillors on the understanding that it would be withdrawn should they become dissatisfied with the usage the hall and furniture received.

—FROM the report of the University examiners for 1896, we learn that thirty-three schools sent up candidates and one hundred and thirty-four students received the certificate; and that all the provinces of the Dominion were represented at the examination with the exception of Manitoba and Prince Edward Island. The report contains information and suggestions that should be carefully studied by both teachers and intending candidates.

—BEFORE the opening of the present school session, Dunham Ladies' College passed through the hands of carpenters, plumbers and painters. A large sum of money has been expended in making the college a cosy home for a large collegiate family, and the efforts put forth have not been in vain. From roof to basement the evidences of progressive reform are apparent.

—THE news comes from Montreal that an effort is being made to establish a Faculty of Music in connection with

McGill College. It has long been the desire of patrons of music in Montreal to secure the establishment of a standard conservatory of music in the city, where students in music could depend upon a thorough and systematic tuition in the various branches of the Art Divine, and the idea seems to be in a fair way towards taking practical shape. As we have just said, it is proposed that the suggested conservatory should be affiliated as an additional faculty with McGill.

—THE Minister of Education of Ontario, Mr. G. W. Ross, has under consideration a proposal which he will probably lay before the Legislature at its next session. Mr. Ross is convinced that if it is right for the province to provide means for the education of professional men upon the payment of a moderate fee, the mechanic should receive training upon the same terms. The plan provides for the use of the money now devoted to mechanics' institutes, with the addition of the necessary grants, to establish trade schools in the manufacturing centres, in order that the youth of the province may study the rudimentary principles of the various trades they intend to follow. The Hon. Mr. Ross intends to visit the trade schools of New England for the purpose of securing further information on the subject of technical training schools.

Practical Hints and Examination Papers.

AN EXERCISE TO TEACH THE USE OF MAPS.—The following exercise will help children to make rough plans of the streets in the neighbourhood: The teacher draws a large slate on the board. In the centre she draws a small outline of the school-house. She then has the pupils decide in which direction the different streets or objects lie. She now tells the class that she will take a walk and that they are to follow her, and she moves the chalk along to represent a street. The pupils tell the name of the street represented; and where streets cross they are indicated by lines crossing the street represented. After one or two streets have been passed, the teacher turns to the right or left, represents another street, and goes on to a corner, which is indicated by a line crossing the one the teacher is on. The children are now asked where the teacher is, and they name the church, store, or other well known building on

the corner. Several of these walks are taken in this way, the teacher leading. When the pupils are sure of their ground one of the number may be called upon to lead the class, first to his own home or any given place, and afterwards wherever he will. The teacher may now dictate the direction, and the pupil may draw at her dictation. These exercises may be dictated by using the terms right and left to direct the pupils, or by using the points of the compass. It is well also to direct by description only, and have the pupils follow and tell where the teacher has stopped; the pupil can also be benefited by the giving of clear and explicit directions, so clear that the class can follow easily.—*Selected.*

ORDER.—Good order cannot be secured without active attention, and active attention cannot be got without giving pupils employment of the right kind, and this, in turn, necessarily involves continuous study on the part of the teacher. If a teacher finds difficulty in keeping order, let him devote more time to the preparation of the lessons he is to teach the next day, and particularly to those lessons he intends to assign. Many teachers spend plenty of time on the lessons they are about to teach or examine on, but give little or no attention to the selection of lessons previous to the time when they are about to assign them. Lessons are often assigned in a haphazard manner. Special attention should also be given to the selection of definite work for pupils while not engaged in actual recitations. Those who fail in the management of an ungraded school may be able to trace the cause to a neglect of this essential part of their duty. It would be folly to expect children to control themselves properly in school for hours with nothing to do. If teachers do not furnish suitable employment, the pupils will find exercise in the shape of fun and mischief.

DANGERS IN DISCIPLINE.—We have in late numbers of the *RECORD* said a good deal concerning discipline in the school-room. In connection with this important matter the following notes, from the *New Education*, on the dangers waylaying the teacher in enforcing discipline are of interest and value.

There are some self-evident dangers in all school work, but none perhaps come more frequently than those that hide in the ambush of discipline, and of these there are at least several persons to be considered :

1. *The child.* What does your method of discipline do for him? How does it affect his (a) temper, (b) disposition, (c) feeling toward you and in regard to himself, (d) ambition or desire to do and to be right?

2. *Yourself.* How do you feel when using your methods? Afterwards? How towards their object? Has your opinion of them undergone any change since adoption? Do you use more or less of any kind than formerly? Why? Have you watched the effects on the children? Have you been satisfied that you are pursuing the right course? Does the influence of the work as performed leave you happy or otherwise? Are you as sensitive and tender as you were before these methods were adopted? Do you consider them the very best for you?

3. *The other children.* Are they witnesses of your methods? What is the effect on them? What is their governing motive in obedience to you? Do your methods promote the highest motives for doing and being?

4. *Your associates.* Can you recommend your methods to others as being of general good? What is the tendency in regard to your influence along this line? Are you authority, a leader—or a pupil, a follower?

5. *The parents.* How does it affect them? Are you co-operating with them to bring about the child's best development? Are they satisfied with your methods? Do they sanction them? Are they in a position to be better or worse judges than yourself as to what is best?

6. *The public.* Is your work and your discipline likely to benefit the public, or will they simply breed criminals and outcasts, for whom the public must provide? That is, do you let things go unchecked in school, which, done outside, would bring the child into disrepute in his neighbourhood, and perhaps land him in a reform school or jail?

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The October number of the *Canadian Magazine* is one of the best magazine numbers ever issued in Canada. Professor Goldwin Smith's incisive answer to an article, "Canada and the Empire," by Principal Grant, in the *National Review* for July, is an important feature. Martin J. Griffin, Parlia-

mentary Librarian, at Ottawa, argues that Lord Durham himself wrote his famous report. The second instalment of J. W. Tyrrell's article on the "Sub-Arctics of Canada," and that of "Kate Carnegie," by Ian Maclaren, are full of interest. There is also a poem by Archibald Lampman, besides many other contributions worthy of notice. The number is well illustrated and has a most agreeable appearance.

The *Atlantic Monthly* for October is marked by the usual fine literary flavour which characterizes it at all times. It contains timely papers on political, scientific and historical subjects. Professor John Trowbridge has a vigorous article on "The Imperiled Dignity of Science and the Law," and Professor Lanciani one on "The Fate of the Coliseum," giving the romantic career of one of the most wonderful structures in the world. A new department, entitled: "Men and Letters," is opened in this number, to which well-known writers will contribute short signed articles on literary subjects, reminiscences, suggestions, criticisms and the like. The department is opened by W. D. Howells, John Burroughs and W. P. Trent.

The *Ladies' Home Journal* is a periodical which is rapidly coming to the front as a dispenser of the best in current literature. The October number presents the opening chapters of Ian Maclaren's new story, "The Minister of St. Bede's." It promises to be a most interesting tale. This number also contains a composition for the piano by Ignace Paderewski. Hamlin Garland has a very readable article on the cliff-dwellers of the South-West, entitled: "The Most Mysterious People in America." Ex-President Harrison's series of papers on the government of the United States is continued, and all the usual departments of the magazine are filled with appropriate and timely matter. The *Journal* answers every requirement of a family magazine. (The Curtis Publishing Company, Philadelphia, U.S.A.)

The *Monist*, edited by Dr. Paul Carus, and published by the Open Court Publishing Company, Chicago, U.S.A., enters on its seventh volume with the October issue. Among the valuable contents of this number are: "Animal Automatism and Consciousness," by Professor C. Lloyd Morgan; "The Regenerated Logic," by Charles S. Peirce; "Panlogism," by Dr. Carus; discussions on divers topics and exhaustive book-reviews.

MORNING AND EVENING SERVICES FOR SCHOOLS, compiled and arranged by the Rev. C. J. Boulden, M.A., and published by O. B. Stanton and Company, Toronto. This neat little book, comprising a series of services for each day of the week, is the work of the principal of the Grammar School, Berthier, Quebec. Mr. Boulden seems to have used the greatest care in his selection of the parts of the Church Service, most suitable for use in church schools.

HAMILTON'S REPORT ON THE COINAGE, the latest issue of the *Old South Leaflets*, published at cost by the Directors of the Old South Work, Boston, U.S.A., has a special interest in view of the great excitement at present existing on this question in the United States. This report, which was communicated to the House of Representatives, in 1791, by the then Secretary of the Treasury, discusses the respective merits of single and double standards, with a clearness and thoroughness which gives it a permanent value. It is, in fact, a "classic upon the currency." The leaflet, No. 74 of the series is sold by the Directors for five cents a copy.

THE SEATS OF THE MIGHTY, by Gilbert Parker, and published by the Copp, Clark Company, Limited, Toronto, is a story the name of which, at least, most of our readers know. While it was appearing serially in the *Atlantic Monthly*, we had occasion to speak very favourably of it. The novel is historical, being founded on the career of a well-known figure in Canadian history, and the scene is laid in the Quebec of Intendant Bigot's time. The interest is well-sustained and most of the characters are well-portrayed; and though the author's mannerisms of style are as apparent as in his other works, we feel that "The Seats of the Mighty" is a book that can be recommended for perusal by all. It is a story that will do much to awaken interest in one of the most eventful periods of Canadian history.

MODESTE MIGNON, by H. de Balzac, and translated by Clara Bell, with a preface by George Saintsbury; THIRTY YEARS OF PARIS, by Alphonse Daudet, and translated by Laura Esnor; and PLAIN TALES FROM THE HILLS, by Rudyard Kipling. We are indebted to Messrs. The Copp, Clark Company, of Toronto, for these three attractive issues of *Macmillan's Colonial Library*. The writers and their books are so well known, that their worth has long ere this been popularly appreciated. To those who have read and enjoyed Daudet's *Le Petit Chose*, *Tantarin de Tarascon* and

Fromont Jeune et Risler Aîné, the story of how they were written, told in his own cheery way by their author, cannot fail to be interesting. It is also delightful to read the naïvely-told tale of the young *littérateur's* entry into Paris and his progress from obscurity to fame. "Thirty years of Paris" is beautifully illustrated. "As for Plain Tales from the Hills," Kipling's genius, in some respects yet to be surpassed, for story-telling, guarantees that they will be read from first to last by anyone taking up the book. The books are well printed and bound, in the serviceable style that characterizes *Macmillan's Colonial Library*, a series of recent copyrighted books, specially prepared for circulation in the Colonies.

Official Department.

THE minutes of the September meeting of the Protestant Committee, which were to have appeared in this number of the RECORD, have had, for want of space, to be held over till next month. They will appear in the November issue, which will be in the hands of our readers shortly.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 7th August (1896), to appoint Messrs. James Jessup, junior, and Joseph Lagacé, school commissioners for the municipality of New Port, county of Gaspé, to replace themselves.

24th August.—To appoint Mr. Alma Percy, school trustee for the municipality of Notre-Dame des Anges de Stanbridge, county of Missisquoi, to replace Mr. J. M. Ferris, whose term of office has expired.

18th August.—To make the following appointments, to wit:

School Commissioners.

County of Gaspé, Grande Rivière:—Mr. James Méthot, son of Charles, to replace himself, his term of office having expired.

Saint George de Malbaie:—Messrs. John Dumas and Pierre Lamarre, to replace Messrs. Narcisse Dumas and John Comeau.

31st August.—To appoint Messrs. Napoléon Godin, Ferdinand Langlais, Jean Baptiste Boutet, Louis Gignac and Honoré Thibaudeau, school commissioners for the new school municipality of "Sainte Christine," county of Portneuf.

To re-appoint Mr. Jean Roch Paradis, school commissioner for the municipality of Black Lake, county of l'Islet.

3rd September.—To appoint Messrs. R. T. Walsh, John Blackett, John Maw, John Baird and James Simpson, school commissioners for the new municipality of the "village of Omstown," county of Châteauguay.

7th September.—To make the following appointments, viz. :

Mr. Edward Mann, school trustee for the municipality of Saint Lawrence, county of Bonaventure, to replace Mr. Thomas McDougall, absent.

Mr. Edwin French, school trustee for the municipality of Coteau Landing, county of Soulanges, continued in office.

12th September.—To appoint Mr. Joseph Arthur Labrie, school commissioner for the municipality of the town of Chicoutimi, county of Chicoutimi, to replace Mr. Hector Lemieux, absent.

18th September.—To appoint Messrs. Jérémie Bastien and Dieudonné Cousineau, school commissioners for the municipality of Sainte Dorothée, county of Laval, to replace Messrs. Joseph Bastien and Hormidas Dion, whose terms of office have expired.

22nd September.—To make the following appointments, to wit :

School Commissioners.

County of Beauce, Metehermette :—Mr. Joseph Wilson, to replace Mr. William J. Hughes, whose term of office has expired.

County of Matane, Saint Ulric :—Mr. David Ouellet, to replace Mr. Alexis Lévesque, absent.

26th September.—To appoint Mr. Adolphe François Savaria, M.P.P., school commissioner for the town of Waterloo, county of Shefford, to replace Dr. J. D. Pagé, resigned.

29th September.—To appoint Mr. Epiphane Richard, school commissioner for the municipality of Pointe aux Esquimaux, county of Saguenay, to replace Mr. Fulgence Richard, whose term of office has expired.

CIRCULAR FOR 1896-97.

The attention of the principals and head-teachers of the Superior Schools is respectfully invited to the following suggestions and instructions:—

1. The course of study and a neatly written or printed time-table should be framed and hung on the wall of the school-room.

2. All the articles referred to in the Regulations on Apparatus should be procured at once from the Commissioners. When such has been done, report to this office, and a list of additional articles will be forwarded as a suggestion. The inspector will make an official report this year on the condition of the School Library.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definitions and abstract writing, as well as in the Fifth Reader, are to be found in the latter half of each of these books. The poetical extracts should receive careful attention, and be committed to memory. All teachers are earnestly requested to continue the daily sentence-drill as an adjunct to every subject of school study. "It is not that which goeth into a child's mind, but the manner of its coming out, that educates." There should be abstract writing in every class at least twice a week. The main object of school work is to train a child to think correctly. "If we wish to think correctly we must train ourselves to speak correctly and write correctly by daily practice in the making of sentences."

4. In grade I. Academy, the selections for French reading and translation are included in the last half of the Progressive Reader, with the last five prose extracts for dictation and re-translation. In grade II. Academy, the selections in French are to be taken from any part of the Progressive Reader with the last six extracts for dictation and re-translation. The pupils of grade II. Model School may read the first five extracts from this book in connection with their grammatical course. All the pupils of all grades should be exercised every second day at least in colloquial French.

5. The Mental Arithmetic and Memory Drawing Examinations will be much the same as last year. The inspector on his visit will ask for specimens of Memory Drawing from the pupils.

6. In the exercises for Latin translation in Grades II. and III. Model School, the selections will be taken as alternates from Collar and Daniel and Smith's *Principia*.

7. Take note that the items on which the Inspector's Report, drawn up at the date of his visit, is founded, are: (1) diplomas, (2) efficiency of the whole staff, (3) condition of the building, (4) state of the furniture, apparatus, grounds and closets. In every school there must be daily physical drill, daily vocal drill, daily sentence drill, and daily moral drill, if the development of the whole being of the pupils is going on in school, and the efficiency in these respects will be noted. In connection with the moral drill, the pupils will be expected to know the Ten Commandments and the principles of the "Sermon on the Mount."

8. The programme of the exercises on the day of the Inspector's visit this year will comprise: examples of physical drill; of vocal drill in singing and elocutionary effects; of sentence-drill in the fluency with which the pupils can give items of knowledge acquired from any school study such as geography, history, arithmetic, &c., in the synthesis of sentences from elements, and in abstract writing. The moral drill will be taken note of in the disciplinary aspect of each department.

9. Please return immediately the name of the Secretary-Treasurer and a complete list of the school staff. This ought to be done by return of mail.

J. M. HARPER,
Inspector of S. S.

OFFICE OF THE INSPECTOR
OF SUPERIOR SCHOOLS, }
Quebec, September, 1896. }

DIRECTORY OF SUPERIOR SCHOOLS, 1896-97.

Aylmer:—Mr. H. A. Honeyman, B.A.; Miss L. Austin;
Miss Minnie McLean.

Bedford:—Mr. E. G. Hipp, B.A.; Miss A. M. Snyder; Miss
Mary Taylor.

Beebe Plain:—Mr. F. A. Garland; Miss C. Shufelt.

Berthier:—Rev. C. J. Boulden, M.A.; Mr. W. H. Noell Gill,
B.A.; Miss Ethel Deune.

- Buckingham** :—Mr. Thomas Townsend ; Miss Edith Higginson ; Miss C. M. Beard.
- Bury** :—Miss E. Hepburn ; Mrs. A. J. Cook.
- Chelsea** :—Miss Luttrell ; Miss Margaret Whyte.
- Clarenceville** :—Mr. George D. Fuller ; Miss Frances Johnson.
- Clarendon** :—Miss B. G. MacNaughton ; Miss J. Armstrong.
- Como** :—Miss Grace E. Johnson.
- Compton** :—Mr. Geo. A. Jordan ; Miss Ella V. Jackson.
- Compton L. College** :—Mrs. Brouse ; Miss Hargrave ; Miss Murphy ; Miss Holland.
- Cookshire** :—Mr. H. A. Connolly, M.A. ; Miss L. S. Stevens ; Miss Boyd.
- Cowansville** :—Mr. L. D. Von Iffland, M.A. ; Miss M. Watson ; Miss G. Noyes.
- Danville** :—Mr. W. T. Briggs, B.A. ; Miss N. P. Bliss ; Miss M. Lynch ; Miss Bessie Atkinson.
- Dunham** :—Mr. J. M. Pearson.
- Dunham L. College** :—Miss E. O'Loan ; Miss B. Evans, B.A. ; Miss C. Kruse ; Miss Jackson ; Miss Ball ; Rev. N. A. F. Bourne, B.A.
- East Angus** :—Mr. S. M. C. Richards ; Miss M. S. Cowling.
- Farnham** :—Mr. Ernest Smith ; Miss Nancy L. Hayes.
- Fort Coulonge** :—Miss Jessie Scroggie.
- Frelighsburg** :—Mr. A. J. Bedee ; Miss Mary Hall.
- Gould** :—Miss A. E. McDonald ; Miss Lottie Wilson.
- Granby** :—Mr. J. W. Alexander, B.A. ; Miss J. Solomon ; Mrs. W. A. Kimpton ; Miss M. B. Gill.
- Haldimand, (Sandy Beach)** :—Miss Florence N. Bown.
- Hatley** :—Mr. F. W. Vaghan ; Miss Marcia Carbee.
- Hemmingford** :—Mr. John Lipsey ; Miss A. Wilson.
- Hull** :—Mr. Niles G. Ross ; Miss L. Carmichael ; Miss L. Dahms ; Miss M. H. Scott.
- Huntingdon** :—Mr. C. S. Holiday, B.A. ; Miss Catharine Nolan ; Miss Janet McLean ; Miss M. E. Bradford ; Miss Elizabeth Gordon ; Miss Nancy Ruddock ; Miss Annie Dickson.
- Inverness** :—Mr. M. A. Leet ; Miss Sarah McCullough ; Miss G. Brouard.
- Kinnear's Mills** :—Mr. D. A. Simons ; Miss Augusta Somerville.
- Knowlton** :—Mr. Levi Moore, B.A. ; Eugene Wherry ; Miss Ennice Barber.

Lachine :—Mr. E. N. Brown, B.A. ; Miss Ella N. Lancaster ; Miss Eva K. Ellacott ; Miss Julia C. Park ; Miss Caroline Manson.

Lachute :—Mr. N. T. Truell ; Miss M. A. Van Vliet ; Mr. James E. Fee ; Miss L. Van Vliet ; Miss Helen Paton ; Miss M. E. Barron ; Miss Christina Palliser.

Lacolle :—Miss M. R. Graham ; Miss Ida M. Featherston.

Leeds :—Mr. Jas Woodside ; Miss Agnes McKenzie.

Lennoxville :—Mr. T. F. Donnelly ; Miss Milford ; Miss Young.

Levis :—Miss H. J. Hitchins ; Miss Bailey.

Magog :—Mr. J. T. McRae ; Miss Alice Griggs ; Mrs. M. A. Young.

Mansonville :—Mr. Warwick Smith ; Miss N. Collins.

Marbleton :—Miss Laura M. Terrill ; Miss C. G. Addie.

Montreal (High School) :—Rev. E. I. Rexford, B.A. ; Dr. F. W. Kelly, B.A. ; Mr. E. L. Curry, B.A. ; Mr. Wellington Dixon, B.A. ; Mr. H. H. Curtis ; Mr. A. W. Strong, B.A., Sc. ; Mr. W. B. T. Macaulay, B.A. ; Mr. I. Gammell, B.A. ; Mr. J. P. Stephen ; Mr. James Walker ; Mr. J. T. Donald, M.A. ; Mr. R. Squire Hall, B.A. ; Mr. C. B. Powter ; Miss M. Ross ; Miss A. D. James ; Miss M. J. Clarke ; Miss I. McBratney ; Miss L. Binmore ; Miss L. Sinclair ; Miss C. M. Smith ; Miss G. S. Francis ; Miss A. O'Grady ; Miss B. Irving ; Miss M. Metcalfe ; Miss W. I. Hearle ; Miss Alice de C. O'Gready ; Miss Mary Ottawa Hunter.

Montreal (High School for Girls) :—Rev. E. I. Rexford, B.A. ; Miss S. Rodger ; Miss G. Hunter, B.A. ; Miss M. Wilson, B.A. ; Miss F. Taylor ; Miss Brittain, B.A. ; Miss E. C. Charlton ; Miss M. Clark ; Miss Radford, B.A. ; Miss Ferguson ; Miss Lily Clark ; Miss J. Bremner ; Miss A. Rodger ; Miss Gordon ; Miss E. Henderson ; Miss Lindsay ; Miss Dodds.

Montreal Junction :—Mr. O. E. Le Roy, B.A. ; Miss Ethel Thornton.

Mystic :—Miss Marion Solomon ; Miss Helen Walbridge.

New Richmond :—Miss Edith L. A. Gilker ; Miss May J. Fairservice.

Ormstown :—Mr. C. W. Ford ; Miss Lizzie Matthieu ; Miss U. Paterson ; Miss E. Spearman.

Paspebiac :—Miss M. R. Caulfeild ; Miss L. M. Howatson.

Portage du Fort :—Mr. J. Douglas ; Miss M. J. Cary.

- Quebec High School* :—Mr. T. A. Young, M.A. ; Mr. A. J. Elliot ; Mr. F. Grundy ; Mr. F. de Kastner ; Mr. O. F. McCutcheon.
- Quebec Girls' High School* :—Miss E. Macdonald ; Mrs. F. W. Walton ; Miss M. Lee, B.A. ; Miss. M. M. Wilkinson ; Miss C. E. Rondeau.
- Rawdon* :—Mr. Thomas I. Pollock, B.A. ; Miss Bessie Davies.
- Richmond* :—Miss K. B. Goodfellow ; Miss K. Morison ; Miss I. Lyster.
- St. Andrews* :—Mr. W. D. Armitage ; Mrs. Simpson.
- St. Francis College* :—Mr. John A. Dresser, B.A. ; Mr. W. J. Messenger, M.A. ; Miss B. Lufkin ; Miss J. F. Cairnie.
- St. Hyacinthe* :—Miss Ellison Mackie.
- St. Johns* :—Mr. Ralph E. Howe, B.A. ; Miss Minnie Gordon ; Miss Carrie Nichols.
- St. Lambert* :—Mr. C. A. Jackson ; Miss I. McLeod ; Miss M. Tomkins ; Miss M. McLeod ; Mr. W. J. Larminie.
- St. Sylvestre* :—Miss Eva Andrews ; Miss Nellie Orr.
- Sawyerville* :—Miss E. Paintin ; Miss L. G. Annable ; Miss Mary McDonald.
- Scotstown* :—Miss L. A. McCaskill ; Miss M. S. Dennis ; Miss Lizzie Bowman.
- Shawville* :—Mr. W. G. MacNaughton ; Miss Grace L. MacKechnie ; Miss Mary E. Whelan.
- Sherbrooke* :—Mr. J. H. Keller ; Miss Miller ; Miss Mitchell ; Miss Pierce ; Mrs. Berry ; Miss Hawley ; Miss Edwards.
- Sorel* :—Miss May G. Johnson.
- South Durham* :—Miss Edith E. Samson ; Miss Edna Duffy.
- Stanbridge East* :—Mr. F. C. Banfill ; Miss Jessie Corey.
- Stanstead College* :—Rev. C. R. Flanders, B.A., D.D. ; Miss Ethelwyn Pitcher, B.A. ; Mr. Maynard M. Hart, B.A. ; Miss Winona J. Pitcher ; Miss Iola Shufelt ; Miss Henrietta Shaw.
- Sutton* :—Mr. J. McMillan ; Mr. Charles H. Pope ; Miss Mabel Wallace ; Miss Norah Cutter.
- Three Rivers* :—Mr. Jas. A. Mackay ; Miss Annie C. Melrose ; Miss M. McCutcheon.
- Ulverton* :—Miss Charlotte W. Woodside ; Miss Reed.
- Valleyfield* :—Mr. D. M. Gilmour ; Miss Ethel C. Warren ; Miss E. Sparrow ; Miss J. Sutherland ; Miss V. McGill.

Waterloo :—Mr. James Mabon, B.A. ; Miss Mary Vandry, B.A. ; Mr. William Enright ; Miss Mary Howard ; Miss Josephine Temple.

Waterville :—Miss C. E. Carbee ; Miss Ball ; Miss Fuller.

Westmount :—Mr. J. A. Nicholson, M.A. ; Mr. Walter Chalk, B.A. ; Mr. D. S. Moffatt, B.A. ; Rev. T. Z. Lefebvre, B.C.L. ; Miss Janet Reay ; Miss P. Steacy ; Miss M. B. Walker ; Miss C. A. Arbuckle ; Miss A. M. Symington ; Miss A. M. Meiklejohn ; Miss A. Smith ; Miss F. R. Angus, B.A. ; Miss A. Y. Ramsay ; Miss A. N. Wells ; Miss S. L. Abbott ; Miss A. Kirkman ; Miss S. Maguire ; Miss H. Reay ; Miss A. Linton.

Windsor Mills :—Miss M. L. Armitage ; Miss Bailey.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1896, (ACADEMIES.)

Names of Academies.	Grand Total Marks		Percentage.		Pupils.		Grade II. Mod.	Grade I.	Grade II.	Grade III.	Lat. & Grk.	Frch. Eng.	Geom.	Alg.	Arit.	Applicances																				
	Enrolled.	Passed.	Failed.	Presented.	Presented.	Failed.	Presented.	Presented.	Presented.	Presented.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.																		
																			Enrolled.	Passed.	Failed.	Presented.	Presented.	Failed.	Presented.	Presented.	Failed.	Failed.	Failed.	Failed.	Failed.	Failed.				
Aylmer	6422	30	73	31	4	27	9	0	9	10	2	8	8	0	8	4	2	2	14	1	...	25	627	4	20	0	30	1	13	14	1177					
Bedford	11231	64	77	25	11	14	4	4	10	5	4	1	4	2	1	2	0	2	12	7	...	93	2	18	7	9	2	19	5	18	5	1331				
Berthier	21782	71	23	22	16	6	6	6	6	5	1	6	5	1	4	3	0	4	18	0	...	18	0	17	1	12	0	17	0	18	0	1230				
Canticook	15409	77	57	26	20	6	7	6	1	8	0	8	4	4	4	3	2	1	18	2	0	1	23	1	24	1	2	26	0	21	2	1390				
Compton Ladies' College	12056	71	36	23	13	10	6	2	4	8	3	5	5	4	1	4	4	0	22	1	...	32	1	28	0	15	2	20	2	9	10	1175				
Cookshire	16479	67	75	33	19	14	5	3	9	4	5	8	6	2	8	4	4	12	4	...	22	0	21	1	16	0	20	1	18	3	1340					
Danville	13021	77	75	22	18	4	6	5	1	9	7	2	6	5	1	1	1	0	10	1	...	1	0	2	1	1	1	1	1	1	1	1270				
Dunham Ladies' College	13480	71	66	25	16	9	6	6	0	10	5	7	4	3	2	1	1	1	8	1	...	1	0	2	1	1	1	1	1	1	1	1155				
Granby	9123	77	24	17	14	3	5	4	1	6	6	0	4	2	2	2	2	0	15	2	...	17	0	5	0	7	4	24	1	15	8	1270				
Huntingdon	68052	86	82	23	11	12	10	4	6	5	2	1	1	1	1	1	1	1	12	1	...	21	2	2	8	3	3	17	6	13	8	1290				
Inverness	9372	65	40	20	11	9	6	3	3	7	4	3	4	1	3	3	3	3	15	3	...	19	1	18	2	14	0	20	0	13	4	1040				
Knowlton	13789	62	87	30	11	19	7	0	7	15	6	9	5	4	1	3	1	2	12	6	...	0	2	7	19	10	16	3	25	5	15	12	1345			
Lachute	36034	73	112	66	39	27	24	11	13	26	14	12	13	11	2	3	3	0	44	6	...	7	0	2	4	63	3	29	10	54	12	45	18	1343		
Shawville	8668	65	62	17	10	7	4	2	2	2	5	3	5	3	2	2	2	0	15	2	...	0	1	2	14	3	12	1	15	2	13	4	1213			
Shethbrooke	34701	76	84	63	52	13	26	24	2	14	12	2	14	8	6	11	8	3	45	4	...	64	1	62	2	27	8	61	4	46	1	1389				
Stunstead College	19475	76	72	38	24	14	11	8	3	10	7	3	6	1	5	11	8	3	27	3	...	5	0	3	36	2	22	3	38	0	20	7	1233			
St. Francis College	22188	62	74	46	23	23	15	5	10	13	8	5	15	9	6	3	1	2	15	6	...	0	2	44	1	39	7	25	3	31	10	31	12	1265		
St. Johns	5415	53	67	16	2	13	7	0	7	8	2	6		
Sutton	9746	64	80	21	11	10	6	5	1	6	2	4	5	2	3	4	2	2	15	4		
Three Rivers	8473	60	33	21	12	9	9	7	2	6	3	2	2	0	4	0	4	0	14	7	...	1	0	19	2	18	3	14	5	0	6	16	5	15	2	1273
Waterloo	43286	77	125	69	41	25	15	8	7	25	12	13	25	17	8	4	0	69	7	9	...	0	66	3	54	14	50	3	62	6	44	21	1315			
Westmount	51470	79	196	95	50	15	44	37	7	22	18	4	15	14	1	14	11	3	69	4	...	4	92	1	93	1	50	1	87	5	170	11	1360			

Names of Academies.