

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
						✓					

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 10.

OCTOBER, 1895.

VOL. XV.

Articles: Original and Selected.

THE CONVENTION OF 1895.

The Annual Convention of the Association of Protestant Teachers of the Province of Quebec, for the year 1895, has come and gone, and everybody who was present has pronounced it a success. There were some misgivings at first as to its issue, considering the number of years that have elapsed since the Convention has been held outside of Montreal. The teachers had come to look upon Montreal as the natural centre of such a meeting, and it was thought that the attendance would be small and the interest taken in its proceedings be less enthusiastic than in former years; but as things have turned out, the attendance at all the sessions was gratifying, the Art Hall—where the meetings were held—being well filled, and sometimes crowded, while the interest in the discussions was perhaps as intense, if not more so, than in former years. The President acquitted himself in the most praiseworthy manner, both as an organizer and as one accustomed to preside at large gatherings, and it was a well-merited reward meted out to him that he should be re-elected for another term of office. The arrangements of the local committee were all that could be desired; and, as has been said, everybody went away eminently satisfied with all that had been done for the comfort of the visitors to the capital of the Eastern Townships. It is

impossible for us, with our periodical already in the hands of the printer, to give the usual detailed account of the proceedings this month, but this will be given in our next issue, along with the Minutes of the Proceedings as they took place from session to session.

Among the noteworthy events was the reception of Principal Peterson of McGill University, who delivered an address before a crowded assembly. Addresses were also read to the retiring Superintendent of Public Instruction, the Hon. Gédéon Ouimet, and to his successor in office, the Hon. Boucher de la Bruère. An excellent address was delivered by Dr. Heneker, Chairman of the Protestant Committee, on National and Religious Education, which formed one of the most prominent features of the first evening session. The President's address, which will subsequently be published in the RECORD, was one of the finest efforts that ever proceeded from the president's chair, while his assistant chairman, H. D. Lawrence, Esq., B.A., of the Protestant Board of School Commissioners of Sherbrooke, read a paper which is not likely to be forgotten by those who heard it. Among the other papers presented, and which will be published hereafter, was one by C. C. Kenrick, Esq., on "Agriculture in Schools;" one by A. Cross, Esq., Montreal, on "English in Schools;" and a third by Miss A. deC. O'Grady on "Transition Work from the Kindergarten to the Primary Grade of Elementary Schools." The Rev. Dr. Williams and the Rev. Dr. Adams also addressed the Convention, while the following took a prominent part in the discussions, namely: S. Fisher, Esq., ex-M.P., Rev. E. I. Rexford, Messrs. G. M. Parmelee, N. T. Truell, J. W. McQuat, J. A. Dresser, J. H. Keller, A. McArthur, J. Mabon, Miss M. E. Finlay, Miss Binnmore, and others.

DEFINITE METHODS OF CHILD STUDY.

S. B. SINCLAIR, M.A., NORMAL SCHOOL, OTTAWA.

It was inevitable that in the evolution of pedagogical thought there should come a time when those who carried their investigations to the central and highest vantage ground of inquiry, the "citadel of man's soul," should become impressed with the vital and basal fact that in order to secure the best results in education the teacher must (as fully as possible) know the child whom he attempts to teach.

Children have no doubt been studied, incidentally, from the earliest times; but it is only during recent years that child study has been undertaken by definite methods, and an attempt

made to render the study scientific. The subject has, of late, been brought very prominently into the foreground of pedagogical enquiry, and much time and energy are being devoted to it. The results gained have not been flashy; but many of them are highly important from the educational standpoint. The vision of many thousands of school children has been tested, and it has been found that defective vision increases from grade to grade. That this increase is mainly due to incorrect lighting, small print in text-books, unhygienic position at desks, etc., seems a reasonable inference.

As a result of experiments upon the hearing of over twenty thousand children, it has been found that defects vary from two per cent. to thirty per cent. in different grades. It has been demonstrated that in many such cases, where the teacher is ignorant of the existing conditions, the child is supposed to build a superstructure of knowledge upon a basis of sensuous data which he has never received, and concerning which he has no more knowledge than Locke's blind man had of the red colour which he thought was like the sound of a trumpet.

The different periods of child growth and development have been studied as never before. One result has been to emphasize the importance of the period of adolescence. It was formerly thought by many, that owing to special physiological and psychological changes at the ages of six or seven years, that period was the most important of all. While the investigation has in no sense weakened, but rather strengthened, the view taken in regard to the necessity of constant care during the formative stage of child life, it has established the fact that there is another perhaps equally critical—if not more critical—stage, namely, that of adolescence, which occurs at about sixteen years of age with boys and considerably earlier with girls. Previous to this period there is rapid physical growth, and a general quickening of the development pace. Girls of twelve years weigh more, and are taller, than boys of the same age. Contrary to the usually received opinion, it seems that the period of most rapid growth is also the period of the most rapid acquisition of knowledge. For example, the time when the vocal organs are in a formative condition seems to be the nascent period for language study.

If this principle be universal in its application, and the budding time for studies such as drawing, music, etc., can also be definitely determined, we are entering upon a new era of advancement in study, the possibilities of which have scarcely been dreamed of in our pedagogical philosophy. Much valuable

work has been done in determining the quantum of knowledge possessed by children at certain ages. For example, such results as those stated in Dr. Stanley Hall's "Contents of Children's Minds" are of great utility in affording an appreciable starting point for intellectual building.

In the realms of the Emotional and Volitional, the investigation is naturally attended with more difficulty than on the lower plane, and the results are less certain owing to many other conditions, such as heredity and environment, which so largely affect the basal interests and impulses and the organization of character itself. For example, when it is found that the little children of California prefer orange to any other colour, one is apt to wonder whether, in the solution of the problem, oranges and gold have not entered into the equation. Many practical subjects, such as children's games and plays, the hygienic results of vertical writing, etc., have been carefully investigated during years of patient enquiry.

Perhaps the most fruitful results have been achieved through bringing to bear upon the study the discoveries which have recently been made in Experimental Physiological Psychology.

By microscopic observation of nerve cell structure, and by motor and other tests, many facts can now be posited with certainty in regard to such questions as habit and fatigue, which were scarcely more than hypothetical a few years ago.

It is found that the large fundamental muscles develop earlier than the small accessories and that it is therefore natural for the young child to use the larger muscles. It is also difficult and dangerous for him to continue for a long time at work demanding minute muscular activity. This principle (with due limitations) is being applied in many kindergartens and primary grades. Very fine work is almost entirely discarded. Materials for objective illustration are made larger than formerly. The tendency in writing and drawing is toward the whole arm movement, large letters, and rough outline. In songs and physical exercises, the principle of resonance is being applied. The selections chosen are more classic, and the stride longer than before.

Much attention has been given to the subject of fatigue. Sandow and others have claimed that for perfect physical development a person should never continue exercise after being completely fagged out. Experimentation seems to verify this principle, and, further, to establish the fact that in order to secure the best results in work of any kind the worker should know in what way to alternate rest and exercise in order that

his system may function at its best. The teacher who occasionally sits down may accomplish more than the one who continues standing throughout the entire day; and Crepillon was, perhaps, in a certain sense, not so far astray when he said, "Inattention is the salvation of our children."

WHAT THE TEACHER CAN DO.

To one interested in such study and results as those to which I have briefly referred, the question naturally arises, "What can the teacher in an ordinary school-room do to aid in such an investigation?"

It must be admitted that much of such work can be properly undertaken only by parents, that the professional training school is *specially* fitted for it, that experimentation is usually costly, and that the conditions are such as in many cases to render any scientific investigation of the phenomena of child life almost an impossibility. And yet I think it will be found that every teacher can and should give a certain amount of attention to child study.

Probably the greatest advantage which has accrued from the movement thus far is, that it has caused teachers to look childward; and as they have begun to understand the attitude of the child, many difficulties in discipline and method have vanished.

The most elementary form of child study is to observe the pupil and privately note the phenomena, the object being simply to learn to understand the child. The teacher who takes the trouble to record such observations from day to day will find not only that she learns to adapt her work more readily to the needs of her pupil, but also that teaching is invested with a new charm for her. Another form of child study is that which involves a certain amount of measuring and tabulating, and is applied more particularly to hygienic conditions. For example, the teacher makes a careful test of the defective vision of pupils, and utilizes the results in seating the pupils in a proper position in relation to blackboard, etc. She may go farther, and keep a record and make a report of such cases. These, and other elementary forms of study, can be taken with advantage in every school.

There is a higher kind of child study, which may be said to be more scientific, in which a certain definite course of investigation is taken up and prosecuted so thoroughly as to furnish data which may serve as a basis for important educational conclusions.

The following are examples of subjects which have been treated in this way: Fears in childhood and youth; imitation of the teacher by the pupil; child language and growth of memory in school children. In regard to such study certain points may well be borne in mind, if satisfactory results are to be obtained. The teacher must be instinctively drawn to the work for its own sake. The subject chosen must be one in which she is interested, and from which a certain amount of immediate benefit will accrue. For example, an investigation of the views which children hold regarding religious questions may be of value to ethical science, but the investigation will be of little value to the teacher or class who furnish the information. On the other hand, in an investigation of such a subject as "fatigue," the case would probably be quite different, for certain defects would be revealed which would admit of immediate remedy.

The subject chosen should also enlist the aid of parents, and in any event it should never be such as to arouse their opposition. For example, it might be of value to know how many corporal punishments pupils receive at their homes, but parents would naturally and properly object to such an investigation, while, on the other hand, they heartily approve of an investigation which results in the pupil being placed in such a position as to secure the best hygienic advantages.

Printed syllabi, containing carefully prepared questions on such subjects, are now sent by mail from a number of local centres, and all that is required of the teacher is to record observations and send results to headquarters to be worked up. The investigation should also admit of a definite and easy plan of application, and should never occupy more than fifteen minutes per day of teacher and pupils' time. A method of test can usually be found which will not in any way interfere with the regular work of the school. For example, language and memory tests can be best made by examining the daily work in class. Pupils should not be taken from the class-room and subjected to long examinations. As a rule, pupils should not know that they are being studied. If they do, the results are usually abnormal, and the pupils tend to become self-conscious. There are exceptions to this rule, however. For example, a child who has formed a habit of walking with his toes pointing inward will feel very awkward and self-conscious when he begins to place them in the correct position. Notwithstanding this, the correction and observation should continue. Finally, in performing experiments and recording results,

the greatest care must be exercised; otherwise the results are worthless.

Dr. Fitch's remarks in regard to the study of physical science apply very fully to child study. He says: "The student must begin by noticing the phenomena, must put together and register the results of his observation, must hesitate to generalize too soon, must suspend his judgment until he has facts enough, must verify each hypothesis by new experiments, must learn how to make a legitimate generalization from a multitude of particulars, must hold his generalized truth, even when he has it, only provisionally, knowing that it, too, may possibly require to be corrected, or at least absorbed by some larger generalization."

Editorial Notes and Comments.

The November meeting of the Protestant Committee of the Council of Public Instruction promises to be one of the greatest interest to those who have been anxious to see what can be done in a direct way for our elementary education. It is said that an additional day will be given to the fullest consideration of this important subject. The difficulty at the threshold of a discussion of this kind has always been the lack of funds. Can the subsidy to elementary education be increased? That is the all-important query, but it has not yet been answered either in the negative or the positive; and for the *EDUCATIONAL RECORD* to keep asking it until an answer of some kind is forthcoming would be set down, no doubt, as a very pernicious kind of persistence. It is a question which, like the Manitoba School question, must be left in the hands of our politicians in the meantime, unless we wish to give them offence, which certainly we do not. But the Protestant Committee may adopt other methods of bringing many of the elementary schools into line with the superior schools, and no method is more ready to their hand than that which involves the centralizing idea, where the schools are near to a convenient centre. Through a little missionary effort a model school could easily be developed from pupils driven in every morning from the outlying districts towards this centre. In this way the number of superior schools would gradually increase as the districts came to see that it was to their financial and educational gain to foster such central schools. The elaborating of the plan is a mere matter of detail which need not be referred to here.

—The arrival of Dr. Peterson, who has been appointed to the

Principalship of McGill University, perhaps the most important educational position in our country, cannot be without interest to those who watch carefully the educational changes in our province. The reception which he received at the hands of the citizens of Montreal may be taken as a favourable augury of the reception which he will receive, from the public at large, throughout the province. From what he is reported to have said on the day of his arrival, we are inclined to think that indiscretion on points of administration are not likely to be laid to his door. "I do not come to uproot at all," was what he said to those who welcomed him to Canada. "It would be foolish for me to think of such a thing. I come to carry on the work which has been carried on with so much success from the infancy of the institution to its present state of maturity." These words of his of course must not be taken in the sense in which the stand-still conservative might use them. Dr. Peterson has had experience in organizing the youngest university in Great Britain, and that experience will no doubt be of service to him in developing the policy of one of the oldest institutions in Canada, towards a further stage of its history. "I have to learn a great deal," he is reported as having said. "The conditions of Canada are in most respects different from those which prevail on the other side. I have no doubt I shall learn in time. It is my intention to get into touch and sympathy with the life of the country, as much as I can." These are surely the words of a man who, in determining to do his best, has no intention of attempting to do it in any hap-hazard way. When he becomes fully apprized of the peculiar features of our educational system he will no doubt find how true his words have been. And yet endowed as he undoubtedly is with the spirit of the true educationist we will be very much disappointed if he does not help materially in improving us in most respects. Dr. Peterson will assume the chair of classics lately vacated by the Rev. Dr. Cornish. His position as Professor of Classics will put him on a vantage ground to help us in our campaign in favour of better English, as it is to be written and spoken by the rising generation. The study of classics as a means to an end, the end not being so much the study of Latin and Greek, as the acquiring of a thorough knowledge of English, we have no doubt will be his policy. We extend the heartiest of congratulations to the new Principal of McGill.

—Dr. Peterson has had a first opportunity of addressing the students of McGill College and his remarks are said to have

been well received. He is reported as having said that he was glad to stand face to face with the students of McGill. Since his assumption of the duties appertaining to the office of Principal of McGill, he had had opportunities of meeting the governors, the corporation, the professors in their various Faculties, the lecturers and assistant lecturers, and now, last but not least, he had the pleasure of meeting the students—the professors of the future. He understood the importance of the student element as a constituent factor in the life of any university. His own student days were not so far behind as to make it difficult for him to appreciate and sympathize with the work of the student at McGill or any other university. People sometimes spoke of universities as if they consisted of a body of more or less learned professors. But it was as much a mistake to speak of professors constituting a university as it would be to speak of ministers and clergymen constituting a church. He could not conceive of a university without its students.

—There were, of course, Dr. Peterson further said, other objects which universities were intended to promote, such as the extension of the bounds of human knowledge, the promotion of original research, and the addition to the life of a community of certain elements of dignity and grace, which might otherwise be wanting, but, after all, the primary object of a university was to hand on the torch of knowledge to successive generations of students. How far it was possible for him to assist in maintaining and extending in some conspicuous way the best interests of the students of McGill, the future would reveal. Doubtless many opportunities would present themselves for the further development of the somewhat intangible sense of fellowship, without which the ideal of student life was unattainable. As for himself, he had been exploring some of the mysteries to which the dean of the Faculty of Arts had just invited the attention of the students. He had been studying carefully the University calendar, and he had an especial feeling of sympathy for those who were now coming to college for the first time. Until the other day he had been unfamiliar with the conditions of matriculation examinations on this side of the water, with the second year entrance, and also with the mysterious “supplemental.” All these were being gradually unfolded to him, and he admired the methodical and thorough manner in which all the examinations of the University were being conducted.

—Dr. Peterson concluded his remarks by congratulating

those of the students who had successfully passed and distinguished themselves in the various examinations of the year. He wished them success in their future studies. Not only they, but every member of the University, had at his, or her, command privileges, which, in certain departments at least, were unrivalled in any other university in the world. From his long experience in the leading universities of England and Scotland, he could certainly say that the opportunities for reaching the uppermost rung of the ladder possessed by the students of McGill were not excelled by the educational institutions of the old world. Men of the most large-hearted generosity had equipped McGill University with buildings and apparatus which formed a glorious inheritance for the people of this city. It should be the aim of every one who studied within her historic halls to make the most of the advantages which had thus been placed within their reach, and to show by the results achieved that the munificent endowments had not been given in vain. He hoped the unity of feeling between the professors and students would be further strengthened. It would be his object to identify himself with the interests of the students in every legitimate way, and he hoped that he would never meet a student of McGill without the exchange of that mystic sign which showed that both teacher and student knew and appreciated the fact that they were members of one body, with a common aim in view.

Current Events.

The Montreal School Commissioners are continuing the work of school extension with an energy which is in itself an incitement to all of us to make the most of our opportunities. In their last report they call attention to the completion of Dufferin School, the extension of Mount Royal School, and the reconstruction of Riverside School. With regard to accommodation at the High School, it is the present policy of the Commissioners to erect as soon as their means permit, a new building for the exclusive use of the pupils of the Senior School, and to use the whole of the present building for the High Schools. The Sherbrooke Street School property was exchanged for a property belonging to the Cherrier estate, situated on St. Denis street, opposite St. Denis Park, the Commissioners being obliged to pay the sum of \$60,000 into the bargain. The property acquired is a magnificent one, having a superficial area of 55,755 feet, with two very fine

houses erected upon it. These latter are now being adapted for class rooms, and an extension being added, the whole to cost about \$40,000. It is expected that the work will be completed by the end of the present month, and will be opened under the name of the Aberdeen School. It has accommodation for 800 pupils.

—The statistics of the above report tell us that the amount disbursed for the maintenance of the various schools was \$136,901.10, and for the maintenance of night schools \$800.13 will have to be paid, after deducting the civic and provincial grants. The average enrolment of scholars in the High, Senior and public schools increased from 6240.3 in 1893-4, to 6632.7 during the period covered by the present report, the total days' attendance also rising from 1,078,641 in the previous year to 1,192,345 in the term treated of in this report.

—To dismiss a man because he "has views" is not always as safe as to dismiss a man for lack of ideas. It is not even as easy to relegate the former to the oblivion of "out of office" as it is to consign the latter to the oblivion of "in office." The *Toronto Educational Journal* endeavours to illustrate this by referring to Prof. Dale's case. "A fair exchange is no robbery," says that journal. "Professor Dale of Toronto University, having been requested to send in his resignation of the chair he had occupied with exceptional ability for a number of years in Toronto University, in consequence of a letter he sent to the press during the late difficulties, the authorities of that institution have appointed Professor Fletcher, of Queen's to the vacancy. This left an important vacancy at Queen's, which, it is now announced, has been filled, temporarily, at least, by the appointment of Professor Dale. Thus the wheels go round." We extend our congratulations to the old Rector of the Quebec High School, not so much from sympathy with his "views" as on account of his appointment.

—A very excellent photograph of the members of the Committee appointed to read and adjudicate on the several manuscripts of a history for our Canadian Schools has been presented to the writer. The names of the representatives from all the provinces of the Dominion are placed underneath. There is "a good deal of wondering around" as to who the successful author is. All that is known up to the present date is that five of the manuscripts have been selected of the fifteen submitted, and that these five will be considered carefully by the members of the Committee at their own homes. A second meeting of the Committee will no doubt be necessary before a

final adjudication takes place. The Committee have reason to congratulate themselves on the valuable assistance which they received from the Hon. Mr. Ross, Minister of Education for Ontario, who faithfully attended all their meetings.

—We regret very much to hear of the death of one of our oldest inspectors, Mr. Bolton McGrath, inspector of schools for the district of Pontiac. We have not received the particulars of the accident which deprived him of his life, further than what was given in the following despatch sent to one of our daily papers:—Mr. Bolton McGrath, a land surveyor by profession, and for thirty years school inspector for the County of Ottawa, met his death yesterday morning near the village of Quyon. While driving down a hill the buggy in which he sat upset and he was found on the roadside dead, with his neck broken. He was probably the best known man in Ottawa and Pontiac Counties. Of late he has not been very active, being over seventy years of age, but still attending to school inspecting and necessarily very much on the road. A son of the deceased is a member of the Legislative Assembly for the North-West Territories and a Dominion land surveyor.

—The report, which comes to us through the *Educational News* of Scotland, in connection with the late meeting of the Educational Institute, is full of the most interesting matter. The address of the retiring President is full of suggestions worthy the consideration of teachers in any part of the world. We notice that the Secretary of the Institute, Dr. Smith, father of Mr. R. M. Smith, formerly Principal of Lachine Model School and now of Chicago, has been re-appointed. The election of Mr. James Paterson, head master of the largest school in Edinburgh, to the vice-presidency, is a fair omen of his election next year to the presidency of the Institute, and under his regime, no doubt, many plans of improvement may be inaugurated. Mr. John Dunlop of Borgue Academy is the present President of the Institute.

—Prof. Lefebvre, whose ability as a teacher of the French language is fully recognized, has been appointed to a position in the Collegiate Institute of Montreal. This is a valuable addition to Principal Tucker's present efficient staff. The most favourable reports are given of the success of this institution, there being over sixty-five boys in the highest form, and over fifty in the second. It is said that there are over five hundred pupils attending the whole school, and that it is the intention of the enterprising Principal to erect a new and handsome building further towards the western part of the city. We

congratulate Mr. Lefebvre on his appointment, and have no doubt that his success in this institution will be but a stepping-stone even to something better.

—Sir William Dawson, Rev. Dr. Shaw, Messrs. C. J. Binmore, James Williamson, John Nesbitt, George Jeffery, W. A. Hastings and J. M. M. Duff lately interviewed the Superintendent of Education in relation to the complaints of the Protestant ratepayers of St. Gregoire Le Thaumaturge, who are compelled to pay taxes not only for the present year but for past years to the Roman Catholic School Commissioners of that parish. Dr. Shaw went over the whole matter, stating the case in full, and the Superintendent, the Hon. Mr. De la Bruère, promised to look into the matter immediately.

—The following agreement has been resolved upon by the Montreal School Commissioners, as a settlement of the Jewish question. 1. That the school maintained by the Spanish and Portuguese Synagogue should be closed. 2. That a teacher of Hebrew, at a salary not less than \$800 a year, to be nominated by the Spanish and Portuguese Synagogue and paid by the Board, should be engaged. 3. That a grant of \$1500 from the city school tax should be paid to the Baron de Hirsch day school. 4. That this school should be open to the inspection of the Board, and furnish monthly reports of attendance. 5. That the agreement should be an annual one, to be cancelled by either party by giving notice previous to 1st June.

—The following notice may be put on record as the experience of many of our schools this year, however the figures may differ. "P—— school meeting voted \$200 for the library, \$50 for apparatus, and authorized the Board to buy a new piano of the best make. Good for P——! The school starts out with a larger enrolment than ever before; 54 non-resident pupils. The new teachers take hold as if they were used to it."

—The most popular man in Cedar Springs to-day, that is counting in a certain direction, is Colonel Sellars, and he attained to that proud eminence by writing in this way: "A tardy act of justice has been inaugurated in the lower branch of the Pennsylvania legislature by the passage of a bill providing equal pay for women doing the same work as men in the public schools of the State. There is no justice in the plan of requiring as much work in the schoolroom of a female teacher as is demanded of the male teacher at one-half or three-fourths of the pay allowed the latter. Though the competition among the former for place is much greater than among the latter, all should be on equality in the amount of work required and pay

allowed therefor." There is a sound philosophy in what the warm-hearted colonel says, even if Burns wrote "A man's a man for a' that."

—The following is a report of the Teachers' Institute held this year on the Bay Chaleur: The Teachers' Normal Institute, which was held here, was a grand success. The lecturers were Dr. Robins, of the Normal School, Montreal, and Mr. G. W. Parmelee, B.A., of Quebec. There was an attendance of forty teachers, and many outsiders swelled the number of those who listened to the lectures. The subjects treated were of great interest to all concerned in the work of education, and were presented in such an interesting manner that, without much exertion on their part, the listeners imbibed much useful knowledge. Addresses from Rev. Inspector Lyster, Rev. E. Husband, Rev. J. M. Sutherland, and Mr. J. H. Gagnon, gave variety to the proceedings. Besides the sessions in the Court Hall, which lasted from 9 to 4 during the day time, many other pleasant meetings were held.

—A public meeting in the Temperance Hall, Tuesday night, with addresses from Rev. J. M. Sutherland and Dr. Robins, accompanied by a choice programme of songs, readings, and recitations, was very successful. A lecture on English History, illustrated by stereopticon views, was given by Mr. Parmelee on Thursday night. It was attended by a large audience, and the treat was greatly enjoyed. Friday night a public meeting was held in the open air, in front of the Town Hall, and was attended by a large crowd. This meeting consisted of speeches and songs, and was presided over by Mr. Fauvel, M.P., who ably filled the position of chairman. The speakers were, in the order named, Mr. Fauvel, M.P., Mr. Gagnon, Mr. Parmelee, Rev. Mr. Husband, and Dr. Robins. Between the acts, so to speak, the audience was favoured with three songs by Mr. F. Quarrie, who acquitted himself with his usual good taste. The meeting was closed by the singing of the national anthem. It is only fair to remark upon the general feeling of cheerful goodwill with which the residents of New Carlisle received the delegates and exerted themselves to the utmost to make the first local institute a success, and it is certain that they all returned home with a very favourable impression of the place and the people. Mr. Fauvel entertained the teachers at a garden party, held in his grounds at Paspébiac, on Friday afternoon, after the close of the institute. The hour between 3 and 4 o'clock on Friday afternoon was devoted to the closing offices. After short addresses by the lecturers, Rev. Mr. Lyster

and others, the following votes of thanks were unanimously passed :—Moved by Mr. Gagnon, seconded by Mr. Parmelee, That a vote of thanks be tendered to the residents of New Carlisle for the able and generous manner in which they have assisted the promoters of the institute.—Carried with applause. Moved by Miss McNeil, seconded by Miss Travers, That a vote of thanks be tendered the ones who so kindly entertained the visiting teachers.—Carried with applause. Another vote of thanks was tendered the lecturers, and, amid general congratulations at its success, the institute was closed. Most of the delegates left town by boat Saturday and Monday, and things are resuming their wonted tenor once again. Such a meeting cannot be without its fruits ; and after the entertainment they met with, and the consideration with which they were received, it will be strange if teachers do not return to their work with a more exalted idea of their high calling.

—The institute which was held this year in Cowansville, under the supervision of Inspector Parker and Professor Kneeland, is also reported as having been highly successful. The hospitality extended to the visiting students was highly appreciated. Mr. Rivards' lecture, on the second evening, is also highly spoken of as having been interesting and instructive.

—In speaking of the opening of our schools, one of our newspapers gives a welcome to both teachers and pupils which must have made all who read it as cheerful as the writer seems to be. As he says, "The modern school is a vastly more pleasant place than that of Shakspeare's day, and though there was the 'shining morning face,' the laggard step was lacking. For the variety which is now introduced into the curriculum, the interest shown in the comfort and happiness of the children make the public school a place of delight to the young, and thousands of eager, embrowned young faces were eagerly turned schoolwards this morning."

—The death of Thomas Henry Huxley, a man who left a strong impress on the thought of the age, occurred recently. While fresh from the University of London he sailed around the world (1846-53) as assistant-surgeon of the royal navy on H. M. S. *Rattlesnake*, making during the trip valuable scientific observations. Then he became professor in the school of mines, and was successively chosen to other positions, including the rectorship of the University of Aberdeen in 1872. He had been known for many years as one of the most laborious workers in biological science. His theory of protoplasm, his able advocacy of the Darwinian hypothesis, and his promul-

gation of the theory that the seemingly voluntary movements of animals and even of men are automatic and independent of the will, have attracted much attention. He was a voluminous writer on science; to students of physiology he was known through a text-book on that subject. Prof. Huxley was seventy years of age.

Literature, Historical Notes, etc.

"GIANTS" OF OLD.—The *Figaro* says: According to the popular opinion, we men of the present time are singularly degenerated, and are nothing more than diminutives and reductions of the men of mediæval times. It is said that the warriors of that period were giants, clad in iron, and that their muscles were of steel. That is what the legend says, and what nearly everybody repeats. We might confine ourselves to an invocation to logic in this case. In mediæval times hygiene was deplorable. The barons ate too much and the peasants did not eat enough. Gymnastics were neglected and bathing was little known. The populations were crowded in towns and villages. The castles were practically barracks and the cottages huts. There was a need of pure air everywhere. From this manner of living there resulted, necessarily, deplorable generations. Our learned physiologists, after having measured hundreds of skeletons, testify that the men of our times are from one to two centimetres taller than the men of the middle ages. But the bones of our ancestors are not the only testimony left by them in regard to their stature. We also possess their war garments. We have measured several of them, and it turns out that we appear not only to have grown taller since the time when they were manufactured, but our shoulders could never fit into the steel corselets of our so-called athletic forefathers. Moreover, this proof has been made on more than one occasion. The Comte de Nieuwerkerke, the superintendent of the museums under the Second Empire, wishing to put on the armor of Francis I., the largest of all in the Museum of Artillery, was obliged to give it up. It was too little for him. And, nevertheless, the Comte, although a fine man, was in no sense a giant. And here is another example. At Soleure, in Switzerland, recently, on the occasion of a gymnastic tournament, the young men, wishing to close the festivities by a procession with historical costumes, asked the authorities for permission to borrow the arms and armor of the Arsenal, which possessed a remarkable collection of them, and the permission

was granted. But it is evident that their ancestors, people of little foresight, never thought of their grandchildren, and these grandchildren were unable to put on the armor. It was too small for them. And now let us see what Machiavelli says of the Swiss, for the latter, also according to the legend, passed for giants among the giants, and, if we were to take the testimony of the pictures, their stature was herculean. After having celebrated the valor of the Swiss troops who fought in Italy in his time, the Italian adds: "They were all little men, dirty and ugly." History may, perhaps, be right in declaring that the battle of Marignan was a combat of giants, but the combatants were not gigantic. So much for the stature of our ancestors. Now, as to their strength, we have no other proof beyond the weight of the equipment of the men-at-arms. "What enormous strength they must have possessed to be able to move about loaded with metal!" So say the innocent bourgeois, who, on Sunday, walk through the Halls of the Hotel des Invalides. "Our soldiers of the present time would faint under such fearful burdens." Now, in the first place, the harness of the knights was very much lighter than it was supposed to have been. According to one of the catalogues of the Museum of Artillery, the weight of the complete armor did not, as a rule, exceed fifty pounds, and, inasmuch as those who wore it were horsemen, it was the horse that had to bear the greatest part of the fatigue. But why has this legend become so thoroughly rooted in the mind of the public? We might content ourselves with the simple reply, because it is a legend. The brain of the public is marvellously prepared for the reception of error, and the crowd advances toward an absurdity just as a duck goes to a pond. But it must be said that humanity, contrary to the laws of optics, has a tendency to enlarge everything that is far off and to belittle that which is close by. Instinctively, we are disposed to lift our ancestors upon the backs of our contemporaries. Even Homer, speaking of the athletic games which took place after the death of Patroclus, refers to the strength of the ancients, and Adam is probably the only man who has not boasted of his ancestors. But let us conclude by saying that if our great-grandfathers were to come back to this world again, and, by reason of the military laws, were obliged to pass before the council of revision, many among them would be rejected on account of their small stature. And then if, on leaving the council, they should enter any gymnasium, they would in all probability be unable to handle the dumb bells that we put up with ease.

THE STRUCTURE OF THE LIVER.—The anatomical facts regarding the liver are easily appreciated. By way of a rational understanding of the liver's work, it is necessary to become acquainted with the liver's build. It is the biggest organ in our body, weighing, as it does, between three and four pounds. Its colour is of a chocolate brown, tinged somewhat with a burnt umber hue. Lying to the right of the stomach, it is sheltered under the lower ribs and below the big muscle (or "diaphragm") which separates the chest from the body's lower cavity. Convex above, it is hollowed out below, and its right side is thick and rounded, in opposition to its thin left border. Solid in its substance, we find the liver to be marked off into five unequal parts, or divisions, or "lobes," of which the right lobe is the largest, the left lobe ranking next in point of size. Now this big gland, as regards its essential structure, is found to be composed of *cells*. Everywhere we find the essential elements of a living body to consist of these microscopic units, the nature of which it is necessary to appreciate, especially with reference to the liver's work and duties. Cells are really the workmen of the living frame. They are composed of living matter (or "protoplasm") in their typical development, and it is through the work and labours of the different cells of our bodies that the life physical, and I may add the life mental also, are maintained. For cells in the tear-glands manufacture tears, just as cells in the sweetbread manufacture sweetbread juice, or just as cells in the salivary glands are responsible for the making of saliva. It is the cells of the brain which are the physical instruments through which the work of governing and controlling the body is carried on. And if we go back in our body's history to its very beginning, we shall find that, to start with, it arose from a single living cell we call the *ovum*, or germ. Whatever may be doubtful about life and its action, this at least is certain, that all our bodily work is performed by means of the cell-colonies which compose the most vital and most active constituents of our frame. Like other organs, then, our liver is essentially built up of living cells, the *hepatic cells* of the anatomist. They are aggregated in clumps which form the "lobules" of the liver, each lobule measuring from the one-tenth to the one-twentieth of an inch in diameter. A lobule is really an epitome of the whole liver. If we may ascertain the functions which one of these little clumps of liver cells discharges, we may be sure of knowing the work of the gland as a whole. Regarding the liver cells themselves, they are of course utterly microscopic bodies. In diameter they vary from the

one-thousandth part to the one-two-thousandth part of an inch, Of yellow colour, the microscope shows us that their protoplasm, or living matter, is of granular nature, and exhibits oil globules in its substance.—From "The Story of the Liver," by Dr. Andrew Wilson, in *Harper's Magazine*.

EFFECTS OF HEREDITY.—It is a common reply to a comment on the abundance of crime in San Francisco, that it is due to heredity. This is accepted as a good explanation. The contempt for law, and the low tone of public morals all over the State, and particularly in the city, is the feature that strikes a visitor very disagreeably at first; finally he accepts it, saying to himself that he must remember he is in California. Murder is excused if the murdered man was "too sassy;" no one expects the man to be convicted; in fact, no one is hanged here for murder; if he is convicted he secures a pardon through political influence.

But I am not writing in order to put California below the other parts of the world morally, merely to point out the long and sad effects of heredity. The chance discovery of gold in 1848 brought an influx of lawless and disorderly people here; from every village and all the cities of the East came the "black sheep"—the social outcasts. There was no government, and the fevered atmosphere that prevailed fostered the germs of moral decay that might have been kept in check. Before that it was a fertile pastoral country, thinly peopled with an inferior race. This race was quickly driven out, and the will of the strongest was the law of the land.

Then were repeated here the effects produced in Virginia in the seventeenth century, in Louisiana in the eighteenth, and Australia in the nineteenth. The vast influx of men and women to whom existence in orderly and moral communities had become uncomfortable brought the fathers and mothers of a large part of the generation that to-day is active in California. While visiting the Normal School at San Jose, the principal remarked that many of the students heard the Bible read for the first time there. It is not uncommon for a young man to ask his neighbour "What book is he reading from?" And when told its name he dimly recalls it as a name he has heard.

There has been a vast moral gain with substitution of a settled urban and pastoral population for the roving gold-hunters of the '50's. There has been wholesome admixture of blood, too, the evil often mating with the sound instead of with each other. But one generation is not enough to remove the moral taint. It will probably be a century from the date of

its settlement before California will have risen above the hereditary influence of its founders. There are, of course, many individual instances of high intelligence and moral vigor, yet the fibre of law-abiding, crime-repressing, order-loving, is not abundant.

There is an admiration for success, no matter how gained. Power is exercised recklessly—power, not right, is aimed at. Morals and religion must take a back seat until this force of heredity has spent itself.

SOURCES OF COLOURS.—An interesting enumeration has been made of the sources of colours. The cochineal insects furnish the gorgeous carmine, crimson, scarlet, carmine and purple lakes; the cuttlefish gives sepia, that is, the inky fluid which the fish discharges in order to render the water opaque when attacked; the Indian yellow comes from the camel; ivory chips produce the ivory black and bone black; the exquisite Prussian blue comes from fusing horse hoofs and other refuse matter with impure potassium carbonate; various lakes are derived from roots, barks and gums; blue black comes from the charcoal of the vine stock; Turkey red is made from the madder plant, which grows in Hindostan; the yellow sap of a Siam tree produces gamboge; raw sienna is the natural earth from the neighbourhood of Sienna, Italy; raw umber is an earth found near Umbria and burned; India ink is made from burned camphor; mastic is made from the gum of the mastic tree, which grows in the Grecian Archipelago; beister is the soot of wood ashes; very little real ultramarine, obtained from the precious lapis lazuli, is found in the market; the Chinese white is zinc, scarlet is iodide of mercury, and vermilion is from the quicksilver ore cinnabar.

—It will perhaps interest some readers to know how much fuel a locomotive burns. This, of course, depends upon the quality of fuel, work done, speed and character of the road. On freight trains, an average consumption may be taken at about 1 to 1½ pounds of coal consumed per car per mile. With passenger trains, the cars of which are heavier and the speed higher, the coal consumption is greater. A freight train of 30 cars, at a speed of 30 miles an hour, would therefore burn from 900 to 1,350 pounds of coal per hour.

A GIRL'S ESSAY ON BOYS.—Boys are men that have not got so big as their papás, and girls are women that will be young ladies by and by. Men were made before women. When God looked at Adam he said to himself: "Well I think I can do better if I try again," and then he made Eve. God liked

Eve so much better than Adam that there have been more women than men. Boys are a trouble. They wear out everything but soap. If I had my way, half the boys in the world would be girls and the rest would be dolls. My papa is so nice that I think he must have been a little girl when he was a little boy.

Practical Hints and Examination Papers.

A correspondent asks us, says the *School Journal*, where to begin in teaching history. Begin anywhere. Begin with the gunpowder plot. Begin with the Fall of Troy. Begin with the abolition of slavery. Begin with whatever is nearest the child. Get back to childhood yourself. Feel as the child feels if you can, and for a moment know only what he knows. From this little life to which you have reduced your broader consciousness, reach out into history for the nearest thing—psychologically—never mind space or time. Perhaps it will be the burning of Rome. Seize on it, whatever it is. Put it into the shape in which your pupils can receive it, and get from it a sense of long ago; of a people like the Italians they see in the street but prouder; of a people terrible in war, loyal to their country to the death, and submitting, though so true and brave, to a tyranny unknown among the civilized nations of to-day, to that of a Nero; of a people used to cruelties now almost forgotten (their games and punishments); of a city like, yet unlike, any American city (pictures and descriptions). Make them conscious of a great watery distance between themselves and the Rome of to-day, and of a great lapse of time between now and those days when artists made such beautiful things, yet kings committed such dreadful deeds. Get their historic sense awakened—that is the beginning. Having made it, follow the chain of events your pupils are most capable of following. It may be a chain showing how, in past times, nations could not agree and live in good neighborhood as they do nowadays.

The story of Joan of Arc may be your second centre. Surround the mere incident with all that can appeal to the young imagination, cultivate the sentiments of pity and justice, and teach toleration for the sins of darker times, while implanting a hatred of war and a love of peace, and imparting a general idea of how civilized man has travelled from fiercer to gentler ways. But this time your children are ready for the persecution of the Puritans, and it is not at all necessary to stop and tell of the discovery of America and the explorations of the Cabots before introducing the voyagers in the *May-flower*. The persecutions by the Puritans may well follow as a next theme, and, if your subject has been well worked up, the successful war of science with superstition may fittingly close one historic series.

We are going beyond the limits of our question, but history is a

difficult subject to drop. Having begun in this way, by giving the children a set of general conceptions, in chronologic (if not close) succession and philosophically connected, it were well to keep these few events as historic stations from which trips may be taken in search of more immediate effects, and between which other stations may be established from time to time. A coherent basis for all future historical study may be thus laid, such as no printed chronological table of events has ever succeeded in supplying, and a taste for the subject will be a pretty sure result.

“But about the little ones?” Some one says history should be begun in the lowest grades. Well, the story of Jack Sprat and his wife is a perfect tid-bit of history and as for biography, what briefer, truer or more telling selection could you make than the well-known incident from the life of Little Jack Horner?—and he said, ‘What a good boy am I!’” The fictitious personages of nursery literature exercise the baby mind before school age and prepare it to receive the less fictitious personages of mythology, whom the uncertain lights of a misty antiquity permit to ride the clouds and perform exaggerated feats. Next in order, come Bible stories—the stories of Noah, of Moses, etc. The Goliaths of profane history naturally follow.

—QUEER ANSWERS.—Since wit has been defined by Noah Webster as the “felicitous association of objects not usually connected, so as to produce a pleasant surprise,” may not the pupils of some of our public schools, who gave the following answers to their examination questions, lay claim to it? The record as here given is *bonâ fide*, having been read during the last week at the graduation exercises of one of the leading grammar schools of this city:—

1. Who were the Pilgrims? A dirty, filthy set who lived under the ground.

2. Name a domestic animal useful for clothing and describe its habits. The ox. He don't have any habits, because he lives in a stable.

3. If you were travelling across the desert, where would you choose to rest? I would rest on a stool.

4. Mention five races of men. Men, women, children, and babies.

5. Describe the white race and show that it is superior to the other races. A white man will nod at you when he meets you on the street.

6. Of what is the surface of the earth composed? Dirt and people.

7. Name a fruit that has its seeds on the outside. A seedcake.

8. Name five forms of water. Hot water, cold water, faucet water, well water and ice water.

9. Name and locate the five senses. The eyes are in the northern part of the face and the mouth in the southern.

10. Who were the Mound Builders? History cannot answer these questions; science only can.

11. Define flinch, and use it in a sentence. Flinch, to shrink. Flannel flinches when it is washed.

12. By what is the earth surrounded, and by what is it lighted? It is surrounded by water and lighted by gas and electricity.

13. Name six animals of the Arctic zone. Three polar bears and three seals.

14. What is yeast? Yeast is a vegetable flying about in the air, hitching itself on to anything.

15. Why do you open the dampers in a stove when lighting a fire? To let the oxygen in and the nitrogen out.

16. What did the constitution do for the country? It gave the President a head.

17. What are the last teeth that come to a man? False teeth.

—The suggestion has been made that our teachers should have their pupils drilled in practical geometry before they are called upon to take up Euclid. For the benefit of those who are willing and anxious to try the experiment we will make a selection of simple problems. The instruments required by the pupil are supplied nowadays at a very cheap rate. A pair of compasses and a ruler, with a protractor are about all that are necessary.

1. Draw two lines so as to make four angles.

Two lines so as to make two angles.

Two lines so as to make one angle.

2. Draw two lines making an angle of 30° .

To a vertical line draw a line making an angle of 70° .

To an oblique line draw a line making an angle of 110° .

3. Draw two lines making two angles, one of which measures 60° . Mark in the adjacent angle the number of degrees it contains.

If one of two adjacent angles measures 80° , how many degrees will there be in the other angle?

4. Draw two lines making two equal adjacent angles. Mark in each its contents in degrees.

Draw two lines making four equal adjacent angles. Mark in each its contents in degrees.

5. Draw a perpendicular to a horizontal line.

A perpendicular to a vertical line.

A perpendicular to an oblique line.

6. Draw two lines intersecting at an angle of 60° . Mark in each of the other three angles its contents in degrees.

Draw two lines intersecting at an angle of 80° . Mark in each of the other three angles its contents in degrees.

7. With the same centre, draw three circles. Through their common centre draw two lines intersecting at right angles. On every arc of each circle mark its length in degrees.

Through the centre of three concentric circles draw two lines intersecting at an angle of 60° . Mark on every arc of each circle its length in degrees.

8. To a horizontal line draw two perpendiculars one inch apart. Where will they meet?

Draw two perpendiculars to a vertical line.

Two to an oblique line.

9. By means of the ruler and the triangle, draw several perpendiculars to a line.

By the same means, draw several oblique lines parallel to each other.

10. Draw two lines intersecting at an angle of 40° .

By means of the ruler and the triangle, draw a third line parallel to one of the others. How many degrees are there in the angles formed by this line and the secant line?

—Concert Reading and Recitation. There are strong arguments for and against this method (which should always be used as an auxiliary, never as a "principal part") in all grades. If you have "backward" pupils who are either dull or timid, or both, it is a real boon to them, for their individuality is lost in the general enthusiasm of class work. This is, however, a strong argument against too much of it—for teaching must be individualized, to be of value, and machine work must not predominate, to say the least. While the expression in reading will have been found to improve by concert reading, care must be observed that no one depends upon the *class* for his own direction as to tone, style, time, key or power. In giving a bird's-eye view of coming lesson, bridging over difficulties that must be understood, before progress is had, concert recitations are found very helpful, especially in reading, spelling, (orally), etc. In reading there is another argument in its favor, if not used exclusively, but after the day's lesson: *practice*. A class may "review" the entire selection of a concert reading in a few moments. "We learn to do by doing," and this gives greater opportunity for practice than individual work can, especially in large classes, it carries a corresponding advantage.

It also gives opportunity for impersonal criticism, which is always helpful. "Some one is reading a little bit too rapidly." "I hear one voice that is pitched too high." "Somebody is careless in articulation." "Do I hear some one who is about half a syllable behind the rest?" will carry the criticism home and hurt no one's feelings. Thus, individual faults may be pointed out, but not pointed *at*, saving humiliation and perpetuation. Voices may be harmonized, harsh ones made melodious, shrill ones toned down, and all made to blend in unison time. Try it—but *don't overwork it*.

Correspondence, etc.

The cry for better English carries with it the cry for better spelling. A gentleman writing to the papers about this matter says:—

"If I get on the Board of School Commissioners again, and I hope to, I shall labour to correct the error which our schools are committing.

"We are neglecting spelling, and we are doing pupils a wrong. I believe that there should be spelling every day through the school course, up to the very last day of school. The president of a big company in this city told me that he had to discharge four stenographers, accurate in their shorthand work, but who spelled so wretchedly that he was ashamed to send their typewritten letters to other business firms. It consumed too much time to correct these errors, and he simply had to keep changing until he secured one who could spell creditably.

"Something similar to this was told me the other day by the head of a business house that has twelve travelling men on the road. He was simply amazed at the spelling in the letters which they wrote back to the house. Eight out of the twelve could not write three lines without incorrectly spelling as many words, and the remaining four were not guiltless of errors. He said that some of these young men had taken a commercial course, wrote an excellent hand, and were pushing, hustling business men, but that their poor spelling was always a drawback, and made an unfavourable impression upon the older business men who were taught under a system that made correct spelling the mark of highest distinction.

"This is strong evidence against 'burn-the-spelling-book' system, but it is the experience of probably nearly every teacher in the higher institutions of learning who has to receive pupils from schools presided over by some modern educational prophet who has required his assistants to teach spelling incidentally only from the reading books.

"Now and then these boys, the victims of hobby riding, even reach the college; and only last week a composition reached the hands of the writer in which a student spoke earnestly of "loveing soals" and the "surviss" which they performed. The gentleman is right. We need a system of teaching spelling that makes accurate spellers, and most assuredly that means the dropping of some modern hobbies."

[The gentleman might have added, however, that as a knowledge of good English is not to be had by studying a grammar, neither is correct spelling to be had by studying a spelling book. The very evils that he complains of have arisen after years and years of application to the learning of the spelling of words from the speller, as he may readily learn by entering any of our schools.]

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 98, Quebec, P. Q.]

The *Atlantic Monthly* for October contains among its other most readable matter, "The Genius of Japanese Civilization," by Lafcadio Hearn; continuations of Charles E. Craddock's "Mystery of Witchface Mountain" and Robert S. Peabody's "Architect's Vacation." "The Wordsworth Country on Two Shillings a Day," by Alvan F.

Sanborn, is a delightful account of a delightful holiday in the part of England sung by Wordsworth. Fiction is further represented by the dramatic conclusion of Mrs. Ward's "A Singular Life" and a further instalment of "The Seats of the Mighty," Gilbert Parker's most interesting novel. The book reviews are, as usual, very good; amongst others is, "A Study of Exploration in New France."

The *Monist*, a Quarterly Magazine of Philosophy, Religion, Science and Sociology, for October, consists in part of: "The Darwinism of Darwin, and of the Post-Darwinian Schools," by George J. Romanes, M.A., LL.D., F.R.S.; "Science and Faith," by Dr. Paul Topinard; "Naturalism," by Prof. C. Lloyd Morgan; "Criminal Anthropology Applied to Pedagogy," by Prof. Cesare Lombroso; "The New Orthodoxy," by the Editor. The name of the editor, Dr. Paul Carus, vouches for the worth of the *Monist*, which is published by the Open Court Publishing Company, Chicago.

The *Political Science Quarterly*, published by Messrs. Ginn & Company, Boston, has in the September number an article on the "Relations of Labour and Politics in England," by Prof. James Mavor. It contains, also, "The Gold Standard of Currency," by Prof. J. B. Clark; "Ideal of American Commonwealth," by Prof. J. W. Burgess; and "The Study of Statistics," by Prof. Mayo Smith. The notices of recent literature are extensive.

Education, published by Messrs. Kasson & Palmer, Boston, is a valuable paper for the teacher. In the September number are interesting articles on "Moral Education," by Lewis V. Price; on "Memorizing," by Dr. Peter T. Austen; on "The New Education," by Superintendent C. B. Gilbert; and "Some Friends of Mine in Books," by Helen Lee Cary. The *Journal of Education*, published at 86 Fleet Street, London, is most welcome as a record and review of all things educational.

Art Education has entered on its second year, evidently with the best of prospects, and is doing good work in its chosen field of "manu-mental training." (New York: The J. C. Witter Company). The *School Journal*, published by Messrs. E. L. Kellogg & Company, New York, is one of the best educational weeklies issued; and with it may be classed our friend the *Michigan School Moderator*, published at Lansing, Mich. The *Moderator* is always welcome. The *Week*, of Toronto, fills its appointed place in our current literature in a way worthy of Canada, and deserves to be heartily encouraged by all Canadians.

Those of our teachers who have not a copy, should send for *Helps for Teachers*, a descriptive catalogue of educational publications issued by Messrs. E. L. Kellogg & Company, 61 East Ninth Street, New York.

"CLEAR ROUND!" by Mrs. E. A. Gordon, and published by Messrs. Sampson, Low, Marston & Company, London, is a most interesting book. Geography is an important branch of common school education,

and we can think of no more delightful way of learning about the earth and its inhabitants than is made possible by Mrs. Gordon's description of a "trip round the world" by way of Canada, Japan, China, India, and Egypt. The part relating to our own country is particularly good. The maps and illustrations which adorn "Clear Round!" are all that could be desired. This book would make a valuable addition to the school library, and might be used with much advantage in the geography class.

LONGMANS' ENGLISH CLASSICS, edited by Prof. George Rice Carpenter, A.B., of Columbia College, and published by Messrs. Longmans, Green & Company, New York and London. We are pleased indeed to receive several of the latest additions of this admirable series of the English Classics, which includes already such good reading as Irving's *Tales of a Traveller*, George Eliot's *Silas Marner*, Scott's *Woolstock*, Defoe's *History of the Plague in London*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Milton*, Shakspeare's *Midsummer Night's Dream*, and others. The texts are supplemented with excellent introductions and notes by the editor, while, with regard to the general get-up, these books are well printed and neatly and strongly bound in a tasteful cloth binding. Messrs. Longmans, Green & Company are to be complimented on this edition of the English classics.

MAP MODELLING IN GEOGRAPHY AND HISTORY, by Dr. Albert E. Maltby, Principal of the State Normal School, Pennsylvania, and published by Messrs. E. L. Kellogg & Company, New York and Chicago, deals with work in modelling in sand, clay, putty, paper pulp, plaster of Paris, and other materials. The course of training is well graduated, and begins with familiar objects, fields, hills, etc., and extends until it includes continents. Dr. Maltby's book not only gives instruction in modelling, but shows how the art, when learned, is to be applied practically. This is very much facilitated by numerous first-class illustrations. It should be possible to use for his own good the child's inherent love of "making things," and map-modelling opens up one direction in which this can be done; but, as the author says, "the teacher will use modelling as a *means*, not as an *end*, and thus make it a power in good instruction." "Map Modelling" is highly practical.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased under date 27th July, 1895, to appoint a school commissioner for the municipality of Port Daniel East, county Bonaventure.

September 20th.—To appoint Andrew Doig and David Todd school commissioners for the municipality of St. Andrews, county Argenteuil; Patrick S. Dunbar for St. Jerusalem, same county;

a school commissioner for St. Magloire, Bellechasse ; one for St. Raphael, same county ; one for Ste. Germaine, Dorchester ; one for Lauzon, Lévis ; two school commissioners for St. Urbain, county Charlevoix ; two for Ste. Anne, Chicoutimi ; two for Pointe aux Esquimaux, Saguenay ; two for St. Michel No. 8, Yamaska ; two for St. Michel No. 9, same county.

September 20th.—County Argenteuil, Saint Andrews village.—Rev. F. A. Dugas, continued in office ; County of Mégantic, Saint Pierre Baptiste.—Mr. James Crawford, to replace Mr. Robert Dick ; County Pontiac, “Upper Litchfield,”—Mr. Thomas Hanratty, continued in office ; County Pontiac, Portage du Fort.—Mr. Joachim S. Sauvé, to replace Mr. John Coyne.

September 23rd.—To appoint a school commissioner for the municipality of Château Richer, County Montmorency.

DIRECTORY OF SUPERIOR SCHOOLS, 1895-96.

- Aylmer.*—Mr. T. J. Symmes, B.A. ; Miss L. Austin ; Miss M. McLean.
Bedford.—Mr. E. G. Hipp, B.A., ; Miss A. M. Snyder ; Miss M. Taylor.
Berthier.—Rev. R. D. Mills, M.A. ; Mr. N. N. Lord, B.A. ; Mr. Wm. Beauchamp ; Mr. C. E. Jeakins.
Bolton Centre.—
Bryson.—
Buckingham.—Mr. L. D. Von Iffland, M.A. ; Miss Edith Higginson ; Miss Augusta Hooker.
Bury.—Miss E. Hepburn ; Mrs. Cook.
Clarenceville.—Mr. Geo. D. Fuller ; Miss Alice Elliott.
Clarendon.—Miss Barbara G. MacNaughton ; Miss Jane Armstrong.
Coaticook.—Mr. G. L. Masten.
Como.—Miss Frances Waldie.
Compton L. Collee.—Mrs. Brouse ; Miss M. R. Simpson ; Miss Maude Johnson ; M. de Bellefontaine ; Miss Murphy.
Cookshire.—Mr. H. A. Connolly, M.A. ; Miss E. Ayerst ; Miss Stephens.
Covansville.—Mr. E. S. Rivard, B.A. ; Miss Mabel M. Watson ; Miss Jessie Noyes.
Danville.—Mr. W. T. Briggs, B.A. ; Miss Nellie P. Bliss ; Miss M. Hall ; Miss Bessie Atkinson.
Dunham.—
Dunham T. College.—Rev. N. A. F. Bourne, B.A. ; Miss L. O'Loane ; Miss A. B. Kruse ; Miss Isabella Ball.
Farnham.—Mr. Ernest Smith ; Miss Nancy Hayes.
Fort Coulonge.—Miss E. M. Burwash.
Frelighsburg.—Mr. A. J. Bedee ; Miss Mary Hall.
Gould.—Miss Annie E. McDonald ; Miss A. E. Morrison.
Granby.—Mr. J. W. Alexander, B.A. ; Miss J. Solomon ; Mrs. W. A. Kimpton ; Miss M. B. Gill.
Haldimand.—
Hatley.—Miss C. M. Stevenson ; Miss Marcia R. Carbee.
Hemmingford.—Mr. John Lipsey ; Miss D. Wilson
Hull.—
Huntingdon.—Mr. C. S. Holiday, B.A. ; Miss C. Nolan ; Miss J. McLean ; Miss E. Gordon ; Miss M. Rennie ; Miss A. Dickson ; Miss M. E. Bradford.
Inverness.—Mr. R. H. McRae ; Miss Sarah F. McCullough ; Miss G. S. Brouard.
Kinnears Mills.—
Knowlton.—Mr. Levi Moore, B.A. ; Miss Maud Marsh ; Mrs. Brown.
Lachine.—Mr. E. N. Brown, B.A.

- Lachute*.—Mr. N. T. Truell; Miss M. A. Van Vliet; Mr. Carroll D. Dyke; Miss Jessie Stobo; Miss Helen Paton; Miss Margaret Barron.
- LaColle*.—Miss M. R. Graham; Miss Ida Featherston.
- Leeds*.—Mr. Wm. O. Rothney; Miss Jennie V. Woodington.
- Lennoxville*.—Miss Effie Hill; Miss Iva Elliott; Miss Nellie Bown; Miss Nellie McFadden.
- Lévis*.—Miss Jane K. Barr; Miss E. A. Woodside.
- Magog*.—Mr. J. H. McKae; Mrs. M. A. Young.
- Mansonville*.—Mr. Alfred C. Paintin; Miss H. Shepherd; Miss N. E. Collins.
- Marbleton*.—Miss Annie R. Westman; Miss Kate Morison.
- Montreal Junction*.—Mr. T. H. Evans; Miss E. F. Thornton.
- Mystic*.—Mr. F. C. Banfill; Miss Nellie G. Sulley.
- Ormstown*.—Mr. Chas. W. Ford; Miss Agnes Blackett; Miss Ella Spearman.
- Paspébiac*.—Miss M. R. Caulfield; Miss L. M. Howatson.
- Portage du Fort*.—Miss Annie Thomson; Miss Mary J. Carey.
- Quebec (Girls' High)*.—Miss E. Macdonald.
- Rawdon*.—Mr. James E. Thompson; Miss Bessie Davies.
- Richmond*.—Miss E. Mina Smith; Miss Annie E. Smith; Miss Kate Goodfellow.
- St. Andrews*.—Mr. F. W. Vaughan; Mrs. C. E. Simpson.
- St. Francis College*.—Mr. J. A. Dresser, B.A.; Mr. H. A. Honeyman, B.A.; Mr. C. W. Parkin; Miss Bessie Lufkin, M.L.A.
- St. Hyacinthe*.—Miss K. C. Cole; Miss Ida Huddell.
- St. Johns*.—Mr. Max Liebich; Rev. W. Windsor; Miss Bulman; Miss Nicolls.
- St. Lambert*.—Mr. C. A. Jackson; Miss Martha Brown, B.A.; Mr. Wm. Larmine; Miss Maude McLeod; Miss Mary McLeod.
- St. Sylvestre*.—Miss Catherine A. Sutherland.
- Sawyerville*.—Miss E. Paintin; Miss Lucy Amable; Miss Mary McDonald.
- Scotstown*.—Mr. John McMullan; Miss Agnes Sever.
- Shawville*.—Mr. W. G. MacNaughton; Miss McKechnie; Miss Martin.
- Sherbrooke*.—Mr. J. H. Keller; Miss Shirreffs; Miss Mitchell; Mrs. Berry; Miss Hawley; Miss Pierce.
- Sorel*.—Miss May G. Johnson.
- Ston Durham*.—Mr. James E. Fee; Miss Edna J. Duffy.
- Stonbridge East*.—Mr. Nelson C. Davies; Miss Jessie Corey.
- Stonstead W. College*.—Rev. C. R. Flanders, B.A.; Miss E. R. Pitcher, B.A.; Mr. M. M. Hart, B.A.; Miss J. E. F. Mackenzie, B.A.; Miss Iola Shufelt.
- Sutton*.—Mr. R. E. Howe, B.A.
- Three Rivers*.—Mr. Jas. A. Mackay; Miss Annie C. Melrose; Miss M. McCutcheon.
- Uxerton*.—Miss C. W. Woodside; Miss Lucy Reed.
- Valleyfield*.—Mr. D. M. Gilmour; Miss E. C. McWarren; Miss McGill; Miss J. Sutherland.
- Waterloo*.—Mr. Jas. Mabon, B.A.; Miss Wildred M. Richard; Miss Lucia Brown; Miss Mary Howard; Miss Josephine Temple.
- Waterville*.—Miss T. J. Reid; Miss Elizabeth Ball; Miss Maud Fuller.
- Westmount*.—Mr. J. A. Nicholson, M.A.; Mr. W. Chalk, B.A.; Mr. D. S. Moffat, B.A.; Miss J. Reay; Miss P. Steacy; Miss May Meiklejohn; Miss A. Symington; Miss M. B. Walker; Miss C. A. Arbuckle; Miss A. Smith; Miss A. E. McMaster; Miss A. Y. Ramsay; Miss A. M. Wells; Miss S. L. Abbott; Miss A. Kirkman; Miss S. Maguire; Miss G. Minto.
- Windsor Mills*.—Miss Minnie L. Armatage; Miss Hattie Bailey.

CIRCULAR FOR 1895-96.

The attention of the principals of the Superior Schools under the supervision of the Protestant Committee of the Council of Public Instruction is respectfully invited to the following:—

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

2. The regulations referring to apparatus should be carefully considered at the beginning of the year, and the articles required procured at once from the Commissioners.

3. In English the selections to be specially studied in the Fourth Reader, with special attention to dictation, derivation, definitions of words, abstract writing are to be found from the beginning of the book to page 152, and in the Fifth Reader from the beginning of that book to page 157. The poetical extracts should receive careful attention. All teachers are earnestly requested to introduce daily practice in the making of sentences as an adjunct to every subject of school study. There should be abstract writing in every class preparing for the June examinations.

4. In Grade I. Academy, the selections for French reading and translation are included in the first half of the Progressive Reader, with the first 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 first ten prose 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.

5. The Mental Arithmetic and Memory Drawing examination will be much the same as those of last year.

6. In the exercises for translation of Latin in Grade 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 special report in connection with each school is made up are: diplomas, efficiency of staff, salaries, condition of building, furniture, apparatus, grounds, closets, physical drill, vocal drill, sentence drill, and general discipline. The condition of the school library will also be taken note of this year.

8. The principal or head-teacher is expected to send, immediately on return of mail if possible, the name of the Secretary-Treasurer of the Board of School Commissioners and a complete list of the staff of his or her school, to the office of the Inspector of Superior Schools.

9. According to the scheme lately issued in connection with Bible Study you will please take note that pupils in Grade I. Model School will be examined in the "Life and Words of Christ," and the sixth chapter of St. Matthew; that pupils in Grade II. Model School will be examined in "Old Testament History Complete," and that Grades I. and II. Academy will be examined in the Gospels and the Acts of the Apostles with selection to be made by the teacher.

10. In the French for Grade III. Academy no selections have been made for translation or re-translation. The teacher had better do what he has been doing heretofore.

J. M. HARPER,
Inspector S. S.

OFFICE OF THE
INSPECTOR OF SUPERIOR SCHOOLS, }
QUEBEC, September, 1895. }

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1893, (ACADEMIES).

NAMES OF ACADEMIES.	Average of the Percentages.																													
	Pupils.		Gr. II. Mod.		Grade I.		Grade II.		Grade III.		Lat. Greek.		French.		Eng.		Geom.		Alg.		Arith.									
	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.								
Aylmer.....	55	32.	3.12	11.	1.14	14.	0.	7.	0.	2.	0.	2.	23.	0.	34.	1.	33.	0.	22.	0.	23.	6.	32.	1.	1350					
Bedford.....	72	27.	19.	8.	9.	5.	4.	12.	9.	3.	4.	4.	0.	2.	1.	1.	15.	4.	1.	26.	1.	33.	2.	14.	3.	19.	7.	20.	5.	1289
Conitook.....	41	20.	16.	4.	2.	2.	8.	7.	1.	5.	5.	0.	3.	2.	1.	17.	1.	1.	0.	19.	1.	18.	0.	16.	0.	19.	1.	16.	1.	1375
Compton Ladies' College.....	83	23.	18.	7.	6.	4.	2.	8.	5.	3.	10.	8.	2.	1.	1.	0.	25.	0.	23.	2.	23.	2.	19.	0.	12.	13.	17.	7.	1248	
Cookshire.....	55	28.	23.	5.	7.	6.	1.	10.	8.	2.	9.	7.	2.	2.	0.	7.	3.	27.	1.	25.	3.	19.	2.	17.	11.	22.	4.	1312		
Cote St. Antoine.....	83	69.	51.	15.	31.	24.	7.	20.	14.	6.	14.	13.	1.	4.	3.	1.	47.	3.	66.	3.	69.	0.	38.	0.	52.	17.	51.	11.	1383	
Covansville.....	54	19.	17.	2.	4.	0.	5.	0.	8.	6.	2.	2.	2.	0.	12.	0.	19.	0.	18.	1.	15.	0.	14.	5.	16.	1.	1293			
Danville.....	45	41.	26.	15.	17.	10.	7.	13.	9.	4.	7.	3.	4.	4.	0.	7.	1.	1.	0.	40.	1.	34.	7.	18.	4.	28.	13.	28.	9.	1305
Dunham Ladies' College.....	85	12.	9.	3.	4.	3.	1.	4.	3.	1.	1.	1.	0.	3.	2.	1.	8.	1.	12.	0.	12.	0.	4.	0.	7.	2.	7.	2.	1185	
Granby.....	73	33.	17.	16.	11.	5.	6.	10.	5.	5.	6.	3.	3.	6.	4.	2.	30.	3.	29.	4.	27.	6.	15.	2.	22.	11.	16.	11.	1345	
Huntingdon.....	142	92.	79.	15.	18.	16.	2.	38.	32.	6.	38.	24.	4.	8.	7.	1.	68.	2.	89.	3.	91.	1.	72.	2.	71.	21.	75.	9.	1400	
Inverness.....	52	22.	22.	0.	5.	0.	11.	11.	0.	2.	0.	4.	0.	14.	1.	22.	0.	22.	0.	22.	0.	22.	0.	17.	0.	18.	3.	18.	0.	1159
Knowlton.....	34	18.	12.	6.	4.	2.	2.	11.	7.	4.	2.	2.	0.	1.	1.	0.	13.	0.	18.	0.	13.	4.	13.	1.	13.	5.	15.	2.	1148	
Lachute.....	110	82.	50.	32.	27.	30.	17.	35.	26.	9.	10.	9.	1.	10.	5.	5.	51.	18.	6.	69.	13.	76.	6.	49.	4.	50.	32.	58.	14.	1320
Shawville.....	71	7.	0.	7.	1.	0.	3.	0.	3.	0.	3.	0.	3.	0.	3.	0.	4.	1.	5.	2.	3.	4.	4.	1.	3.	4.	1.	6.	1135	
Sherbrooke.....	93	60.	55.	5.	21.	18.	3.	11.	10.	1.	15.	15.	0.	13.	12.	1.	37.	7.	60.	0.	58.	2.	34.	4.	47.	12.	45.	2.	1370	
Stamstead College.....	55	34.	29.	5.	7.	4.	3.	8.	6.	2.	14.	14.	0.	5.	5.	0.	31.	1.	34.	0.	32.	2.	25.	0.	33.	1.	27.	2.	1210	
St. Francis College.....	54	62.	29.	14.	15.	10.	4.	6.	8.	6.	2.	3.	1.	2.	8.	3.	5.	10.	7.	22.	7.	17.	4.	12.	1.	22.	6.	11.	10.	1186
St. Johns.....	64	36.	6.	30.	9.	4.	5.	15.	1.	14.	5.	1.	4.	7.	0.	7.	14.	11.	27.	9.	18.	18.	5.	20.	8.	28.	13.	16.	1088	
Sutton.....	57	37.	20.	17.	7.	0.	7.	11.	6.	5.	12.	7.	5.	7.	0.	29.	3.	1.	36.	1.	27.	10.	23.	0.	24.	12.	23.	7.	1313	
Three Rivers.....	27	18.	4.	14.	7.	0.	7.	5.	2.	3.	4.	1.	3.	2.	1.	14.	3.	17.	1.	13.	5.	3.	1.	7.	11.	4.	12.	1085		
Waterloo.....	90	59.	36.	33.	21.	12.	9.	20.	11.	9.	16.	11.	5.	2.	2.	0.	50.	4.	58.	1.	52.	7.	36.	1.	35.	33.	43.	14.	1310	

Grand Total Marks.

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1895, (MODEL SCHOOLS).

NAME OF MODEL SCHOOLS.	Pupils.		Grade I.		Grade II.		Grade III.		Gr. IIIA.		Lat. French.		Geom. Alg.		Arith.	
	Gr. Total	Percentage.	Enrolled.	Presented.	Passed.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.
Berthier	2311	75.12	27	23	4	5	0	4	3	1	3	0	2	1	0	0
Bolton Centre	7819	69.16	9	7	2	3	0	4	3	1	3	0	4	3	1	0
Bryson	5666	83.17	10	4	6	3	0	5	2	0	6	4	3	1	0	0
Buckingham	1443	45.36	22	18	12	1	11	6	4	3	1	3	1	0	0	0
Bury	1683	72.42	23	20	3	10	10	0	0	0	0	0	0	0	0	0
Clarenceville	12357	61.44	17	11	6	4	1	3	1	4	3	1	3	2	0	0
Clarendon	3507	65.29	13	10	3	1	0	1	0	0	0	0	0	0	0	0
Comio	9078	82.34	14	0	4	0	4	0	2	0	3	0	1	1	0	0
Franklin	9017	84.95	16	13	7	5	4	2	2	1	0	1	0	0	0	0
Franklinville	3773	55.9	5	3	3	0	3	0	2	0	0	0	0	0	0	0
Fredericksburg	16236	64.88	22	15	7	6	4	2	6	3	5	9	7	2	1	0
Gould	12854	64.90	19	11	8	6	6	0	8	3	5	9	2	1	0	0
Haldimand	19246	69.57	23	19	4	5	5	0	4	3	1	1	1	0	0	0
Hatley	6778	63.34	19	14	5	6	5	1	4	4	2	2	2	0	0	0
Hemmingford	17488	73.34	19	14	5	6	5	1	4	4	2	2	2	0	0	0
Hull	12046	66.80	20	8	12	8	3	5	4	0	4	2	4	3	1	0
Kinnear's Mills	6843	70.80	11	9	2	8	6	2	1	0	3	0	1	0	0	0
Lachine	5898	69.24	12	11	3	6	0	5	4	1	0	0	0	0	0	0
Lacolle	17395	70.40	22	20	2	9	0	0	0	0	0	0	0	0	0	0
Leeds	25266	65.19	35	29	1	9	0	0	0	0	0	0	0	0	0	0
Lennoxville	6111	88.38	3	1	1	0	0	0	0	0	0	0	0	0	0	0
Levis	5671	89.38	3	1	1	0	0	0	0	0	0	0	0	0	0	0
Macpoyville	16270	70.46	24	16	8	5	3	6	3	2	4	3	2	1	0	0
Marbleton	9089	57.32	14	8	6	3	0	5	3	2	3	0	3	1	0	0
Montreal Junction	5647	68.11	8	6	2	3	0	3	0	2	1	0	2	1	0	0
Mystic	10642	67.32	15	13	2	7	6	1	2	2	0	4	3	1	2	1
Naperville	39043	67.79	52	30	22	12	11	21	9	12	5	12	8	6	5	1
Oranstown	12490	64.35	15	12	3	1	0	4	3	2	2	0	4	3	1	0
Parsonsburg	9783	61.26	17	15	2	12	9	3	2	2	0	1	1	0	0	0
Portage du Fort	17866	85.22	17	17	0	6	6	0	1	0	1	1	1	0	0	0
Rawdon	16642	78.30	15	14	1	5	4	1	5	2	0	6	3	3	1	0
Richmond	14017	70.57	16	9	7	3	1	2	3	2	0	6	3	5	3	2
Sawycerville	16102	62.51	31	21	15	13	10	3	2	2	2	2	2	2	2	0
Scottown	1312	65.51	2	2	0	2	0	0	0	0	0	0	0	0	0	0
Sorel	1572	65.51	2	2	0	2	0	0	0	0	0	0	0	0	0	0
South Durham	18285	61.45	21	15	9	2	1	9	5	6	5	1	1	0	0	0
St. Andrews East	16267	61.29	21	11	10	5	1	9	2	4	3	1	5	0	4	2
St. Andrews	2963	70.41	9	9	0	5	5	0	4	3	1	5	3	2	1	0
St. Lambert	5043	57.17	9	5	4	2	1	3	2	1	1	2	1	0	0	0
St. Sylvestre	16040	71.40	19	13	6	4	3	1	5	4	1	10	6	4	1	0
Unionville	5182	50.82	12	8	6	3	5	3	0	3	0	3	0	3	2	1
Valleyfield	17507	73.36	21	15	6	4	2	5	3	4	1	5	4	1	5	4
Waterford	5537	68.19	12	6	6	4	2	2	1	1	1	3	2	1	3	1
Windsor Mills	17507	73.36	21	15	6	4	2	5	3	4	1	5	4	1	5	4