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THE

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ENGLISH FOR ELEMENTARY SCHOOLS.*

The evolution of the elementary school curriculum has been very largely influenced by the law of supply and demand. Progress in the direction of an ideal course of study has been rapid indeed, but those subjects seeming to be most useful have always been first to force their way to the front. Arithmetic for instance has long been regarded as important, not only because of its practical value, but for the mental discipline it affords. Accordingly we find that great labor and skill have been devoted to searching out the best methods of teaching that subject.

We pay a deserved tribute to the spirit of our times when we say that other subjects than those which may be regarded as useful in the most primitive sense of the word are now being raised to their proper dignity.

In years gone by no special stress was laid upon the teaching of the English language in most elementary schools, on this side of the Atlantic at least, and naturally the training many pupils received in that subject was insufficient.

Experience has shown that it is unreasonable to expect a pupil to speak good English and write good English as a

* Paper read by Mr. M. C. Hopkins, at the Teachers' Convention, October, 1899.

result of a few fragmentary exercises suggested by his class reader and the writing of an essay on "Winter;" that it is just as absurd to expect a boy to write a crisp and correct business letter without long preparatory training as it would be to expect him to work a difficult problem in percentage after ten months' study of arithmetic.

In recent years much thought has been given by educationists to the careful planning of school work in elementary English. Great effort has been made to have the work of each year follow naturally that of the preceding year, so that from his first school-day the child may have a consistent course of training in the use of English.

In beginning to outline the work in this subject the question which must be answered at the outset is: How much can be accomplished in this direction by the elementary school? Surely nothing so ambitious as the development of a literary style can be expected. The strictly intelligent use of our language, implying a knowledge of the origin and history of its words, force and beauty of style, so far as training can produce them, must be left to schools of advanced grades and to the universities.

However greatly we may differ in our opinions as to what may be justly expected of the elementary school in this subject it will be readily acknowledged that the net results of teaching, so far as individual pupils are concerned, will depend considerably upon the pupils themselves. Dr. Oliver Wendall Holmes has said:—"When you wish to reform a man it is a good plan to begin with the grand-father." If the influence of heredity and environment has to be taken into account in relation to a man's moral nature, it certainly has to be dealt with in the training of his intellectual faculties.

It is well known that certain children are endowed by nature with good powers of expression; their organs of speech respond readily to thought and will. Others again, by no means intellectually dull, still seem to have great difficulty in giving verbal expression to their thoughts.

But while admitting differences of aptitude among pupils let us not unduly exaggerate them. We have to consider the average pupil in the average school.

What then can be done by the elementary school in the way of improving the English speaking pupil's power of using his own tongue?

Very much can be done. In the first place the pupil's vocabulary can be improved and enlarged. Errors in pronunciation can be corrected. The use of slang words and vulgar colloquialisms can be greatly diminished. Pupils can be taught to express with fluency and precision their thoughts upon subjects with which they are familiar. Writing maketh an exact man, particularly when bad writing has to be rewritten after careful criticism, and therefore correctness in spelling, grammar, the use of capitals, abbreviations, marks of punctuation, and the logical arrangement of sentences and paragraphs can be taught by means of numerous exercises. Pupils can be made perfectly familiar with letter forms and the more common business forms. A taste for the good and beautiful in literature can be cultivated.

No part of the teacher's work can be made more interesting or more delightful than helping the child to form a good vocabulary, nor is there any part of her work that calls for greater skill or greater care in the preparation of a lesson before she ventures to appear before her class. Although dealing here with very young children, she must, in order to make the best use of the time at her disposal, exercise great ingenuity in devising means to gain attention and arouse to activity the thinking powers of her pupils.

It must always be borne in mind that knowledge must precede intelligent expression. To a greater or less degree therefore every subject for school study should supplement the language-lessons, but for the earlier years of school life nothing can be more productive of good results in training the child to find appropriate expression for his thoughts than the observation lesson or the lesson in form study. In such a lesson given with the object or model before the class the children are eager to tell what they have just learned, and the only proof that knowledge has been gained will be found in their ability to give expression to that knowledge.

In giving an observation lesson or a lesson in form study to the average class of young children the teacher will find it necessary to introduce several words with which, perhaps, the majority of the children are not familiar. Learning new words is a matter of association. Hence care must be taken to help each child to associate

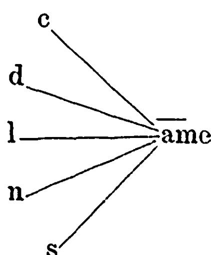
clearly and distinctly every new word with its proper idea or concept.

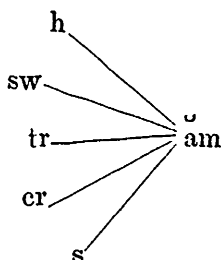
It would be quite absurd to expect a child to have any correct notion about a cube if he had simply been taught a formal definition of the word *cube*. But let the child have the opportunity of handling a cube and of modelling one, and the word will then have a real meaning to him.

An observation lesson on the cat will teach incidentally such words as soft, rough, sharp, pupil, narrow, pointed, round.

Carefully prepared questions will call forth a variety of answers and variety when it indicates that children are thinking is to be encouraged. By requiring children to give their answers in complete sentences they will be trained to express their thoughts readily and to enunciate clearly. In a language-lesson proper, exercises in word-building are useful in getting young children to exchange their stock of words and thus teach one another.

Syllables containing long or short vowels may be written on the black-board and the pupils required to form words thus:—





Pupils may be required to supply ellipses, making use of the words they have formed:—
The boys daily to watch our
The lame boys daily came to watch our games.

The teaching of homonyms and synonyms should be taken up from time to time.

Nearly all the principles of grammar can be taught inductively, the pupils not knowing, except by vague tradition, that there is such a thing as a grammar. This will be a slow process and rightly so, for pupils should not be set to learn formal definitions and rules of grammar until they reach the adolescent period.

Such materials as can be obtained, toys, fruits, flowers, and above all pictures, should be made use of to enliven the language-lesson.

In giving a lesson on the comparison of adjectives the teacher may have on her desk a couple of autumn leaves. As these are shown, pupils may be asked if they see any difference between them. Answers will, of course, contain adjectives in the comparative degree, redder, larger, smaller, lighter and others. Other objects may be compared until the pupils are compelled to notice of their own accord the use of the comparative form. Further questioning will lead them to perceive the difference between the comparative and superlative degree.

Great care should be exercised to prevent making the questioning process tedious or dull. If a class of children are asked if they can see any difference between two pencils, when one is clearly twice as long as the other, they naturally *resent* the stupid question ; but if the two pencils are so nearly alike that it is necessary to look closely in order to perceive any difference, interest and attention are then assured.

Children should be taught to reproduce orally, stories read or told them by the teacher. In an exercise of this nature the greatest possible freedom should be allowed, as the main object is not so much to secure accuracy of expression as to train the children to speak readily and to enable them to put their thoughts in order while speaking.

The use of pictures will be of great assistance in a language lesson. A certain number, sufficiently large to be seen by all the members of the class at once, should be at the disposal of the teacher. It will be necessary at first to ask questions in order to lead pupils to notice things suggested by a picture and to reflect upon them.

The first attempts at written work on the part of the pupil will, of course, be the copying of script. Short sentences should be written on the black-board for this purpose. As soon as they are able to do so pupils should copy sentences from their readers. This will help them to become accustomed, by imitation, to correct spelling, punctuation and the use of capitals. Next should come the writing of original sentences, but oral work in sentence-making must always precede this. If written exercises are given regularly children will soon acquire the

habit of putting words in good connection while writing.

Pictures may be used as helps to written exercises as well as to those in oral work. Thirty or forty pictures, suggestive to the mind of the child, may be cut from magazines or catalogues and placed on the desks, one before each child. These pictures need not necessarily be of the same kind, indeed, difference is to be preferred, for it will prevent copying. The children may then be asked to write what they see in the pictures. Read example.

The amount ot written work required should be gradually increased from year to year. There will be found ample scope for exercises, in the reproduction of short stories read by the teacher and in the writing of compositions on various topics. If these written exercises are corrected by the teacher and the pupils are shown why certain corrections are made, and are also required to rewrite their exercises, when faulty, there must be rapid improvement, and the result in time will be, ability to write clearly and well.

No teacher should be discouraged by the hnmble efforts of beginners. Writing good English is a slow process and a difficult one. The works of Mr. Rudyard Kipling, both in prose and verse, read smoothly enough and would give the impression that they had been dashed off in a haphazard way, but manuscripts and pieces of manuscript from the pen of that writer, consigned to the basket, could tell "another story."

If an author of note finds it necessary, at times, to spend hours writing a page, why should we be too impatient or too critical in dealing with a boy or girl.

Many a boy of twelve or thirteen years of age, with very [illegible] previous instruction in composition, has been asked [illegible]rite an essay on some subject more or less difficult. [illegible]ing to do this, he has been regarded as stupid or [illegible]born, and possibly has been called both, while in truth [illegible] as for him a mental impossibility to write upon the [illegible]ject given. It is just as unreasonable to ask such a boy [illegible] write an essay, as it is to ask one who has never had any exercise in gymnastics to turn a somersault.

Pronunciation, in so far as it is affected by school work, children learn at every moment of the day by imitating their teachers; and fortunately if they learn to use the

pronunciation they hear from the teachers of this city and of this Province their pronunciation will be good.

To decide what is the exact pronunciation of a word we have no infallible tribunal like the Academy of France. The particular sound or accent given to a word is wholly determined by usage. It is impossible, however, to preserve absolute uniformity.

If a man's speech offers a slight peculiarity which would suggest the heather or the shamrock, it would be absurd to regard that man's pronunciation as defective.

The average young Canadian's pronunciation is the resultant of various influences and there is appearing as time goes on a manner of speaking peculiar to Canadians. This is a hopeful sign, as it indicates the growth of a national character. Provincialisms in speech are not to be encouraged, but it is as impossible to prevent minor differences in regard to modes of speech and tone of voice among the millions of English-speaking peoples, as it is impossible to prevent there being different climates in different parts of the British Empire. English, as it is spoken by English scholars, varying somewhat as it does while time goes on, should always be kept in view as the standard of perfection. But in teaching young children no effort should be made to deal with the delicacies of pronunciation. Gross errors may be corrected. A child may be taught to say bronchītis not bronkeetus and muséum not mūseum.

One of the greatest drawbacks the teacher has to contend with is the wide-spread use of slang. Every season will bring forth its crop of slang words and phrases just as surely as summer will bring its crop of weeds to annoy the farmer.

It is surprising to see how some of these disreputable words work their way into respectable company.

Of course all expressions that are regarded as slang are not to be condemned too severely, for some of them are merely figures of speech which are destined in time to find a well established place in our language. Many of these words and phrases however, if traced to their source, would be found to have had their origin at the gaming-table or at the cheap variety performance, or with "gentlemen of the pugilistic profession."

One of the worst consequences of the use of slang is the poverty of vocabulary it causes. A boy who has accustomed himself to use slang constantly, when put in a position where he is expected to speak properly, will immediately become self-conscious and have great difficulty in saying anything. Of course it is impossible for teachers to abolish the use of slang, but their influence can be used to discourage and diminish it. It is painful to notice the attitude some people of influence assume in regard to this question.

The following are the words of Dr. G. Stanley Hall :—

" Grammatical accuracy and purity of idiom do not come " naturally to the child. I should have the children taught " to speak anyhow than no how. Slang has its place, it is " fundamental; good language is accessory. Slang is " childish, for a single word expresses more than whole " sentences. It should have a certain place at a certain " stage with some children. I pity the teacher who has " not a good vocabulary of slang."

A poor logician can easily detect serious fallacies in those statements.

Certain other improprieties of speech, which cannot be called slang, should be quietly rooted out of the language of children, so that when they have spent a pleasant evening they may not be heard say the next day that they had an " elegant time last night."

One of the greatest benefits a school can confer upon the young is to awaken and foster in them a love for good reading. It is impossible for a child to read a well written book without having his own powers of expression improved.

Aside from the reading matter contained in the ordinary text-books great use can be made of school libraries when it is possible to secure them. By supplying good and wholesome material for reading in this way, the temptation to read cheap and trashy books will be removed.

Of course the parents of most children will act as censors for them and will see that no poisonous books come into their hands. Unfortunately there are some children who are not looked after with sufficient care in this respect. For all such the teacher must act as guardian angel.

The beginning of the cultivation of literary taste can be

made in the elementary school by exercises in committing to memory some of the best selections of English poetry. The school life of most children ends before they reach the age of fourteen years. During the short time they spend in school while their emotional natures are susceptible and before they have become prosaic and cynical, because of the hard experiences of life, let us endeavor to store their minds with beautiful thoughts that have been beautifully expressed. Even reason itself cannot efface some early impressions we receive, and a "thing of beauty" in the form of a verse of poetry stored in the mind of a child will never pass into nothingness.

Practical Hints and Examination Papers.

—MATHEMATICS.—Some day the little children who are now sitting on the benches in the primary and kindergarten classes may be working in algebra, geometry, trigonometry, mechanics, optics, astronomy, differential and integral calculus, the lunar theory, and as far on as the mathematics of four dimensions. The accuracy with which they will reason and the speed with which they will advance is being determined just now by the work done in the foundation classes of the school, in elementary notions of arithmetic and geometry. Are the children being brought into contact with the things themselves and not merely with symbols for the things? Do they handle the objects with which the lesson deals, and so get clear ideas and images, and draw correct conclusions for themselves? In advancing from childhood to mature life the abstract increases while the concrete decreases, and rightly so. But the beginnings of intellectual life are among things not symbols. "If the teachers' facts," says Dr. G. Stanley Hall, "are concrete and naturally connected, the amount of material that an average child can assimilate without injury is as astonishing as is the little that will fag him if it is a trifle above or below or remote from him, or taught dully or incoherently."

—"IN education as in other things man is impatient. He cannot wait, he despises small beginnings. Now this should be a preliminary lesson, 'Never despise small beginnings.' Beginnings mark endings. Nature teaches us throughout all her works to regard the small; nothing is

vain, everything is cumulative, and this is noticeable in moral as in material things."—*Paxton Hood.*

Reminders to Teachers.

The value of a school is determined by the training it gives the average child.

The first few years of the child's school life are all important. We should never think that anything will do for the little ones.

Every child is good for something.

The individual needs of children require more attention.

The study of children's preferences in relation to school work will be helpful to the teacher.

School traditions often show the moral position of the school.

The object of the school is not to keep children quiet so many hours a day.

A child should not be irritated by unjust punishment. Children do not resent the punishment meted out to all alike for like offences, provided it be at all reasonable.

There is no profession where more training is needed than in the teaching profession, and there is no profession where less training is demanded.

The school exists for the child, not for the teacher.

The school surroundings should be conducive to health. The earnest, painstaking teacher will be able to get almost anything she requires in this direction.

Sunshine should not be excluded from the school-room.

—Encourage the Reading of Good Books by the Children.—The reading of good books may be promoted by writing on a hanging black-board choice selections from good authors. Bright or witty sayings taken from the authors, whose works find a place in the school library, will draw the attention of the children to the books in the library. Of course it is an absolute essential that only wholesome literature should be provided by those who have the library in charge. To ensure success in an undertaking of this kind it is necessary that the teacher read the books before placing them in the library. Above the extract, the title of the book may be written, while below,

may be placed the author's name, the place where he wrote the extract and the date of his birth and death, or, if living, the year when the extract was written. To fulfil their purpose the quotations should be graded as to difficulty and deal with those things that interest the children at their particular stage of advancement. Simple thoughts in simple language for the little ones and increasingly higher thoughts in higher language for the children in the upper classes. It will add greatly to the interest of this work if the children who are able to write legibly are allowed to write the extracts, and if the children are encouraged to bring to the teacher choice extracts from their own reading, with the privilege of having them put on the blackboard, if found suitable. Take for example an extract from Mrs. Marshall Saunders' most interesting story about dogs "Beautiful Joe." This is the way it would appear on the black-board:

BEAUTIFUL JOE.

What fun we had over our supper! The two girls sat at the big dining table, and sipped their chocolate and laughed and talked, and I had the skeleton of a whole turkey on a newspaper that Susan spread on the carpet.

I was very careful not to drag it about, and Miss Bessie laughed at me until the tears came in her eyes. "That dog is a gentleman," she said; "See how he holds the bones on the paper with his paws and strips the meat off with his teeth. Oh, Joe, Joe, you are a funny dog! And you are having a funny supper, I have heard of quail on toast, but I never heard of turkey on newspaper." Halifax, Nova Scotia, 1894.—*Marshall Saunders.*

There are so many frivolous, silly and morally bad books that the children can now procure for a few cents, that it is necessary for the teacher to make constant and strenuous efforts to turn the thoughts of children in the right direction in relation to reading. We know not where good advice may find a lodgement. A teacher once said to a class of boys, "Do not read a dime novel until you are twenty-one years of age, and then you will not want to read one." "You cannot now understand what harm it will do you. But be sure of this, it will poison your life." A member of that class—one whom the teacher thought least likely to take the advice—told her in after years that he had followed it and was glad.

—YOUTH comes but once in a lifetime.—*Longfellow.*

—IT would appear as though the teacher had risen very much in the social and moral scale since the days of Shakespeare if a little conversation between Smith and Cade in King Henry IV may be taken as evidence of what things then were. Smith.—He can read and write and cast accounts. Cade.—O monstrous! Smith.—We took him setting of boys' copies. Cade.—Here's a villain.

—SPORTS AS A FACTOR IN EDUCATION.—I wish a body of teachers fond of athletic sports would consider the whole question of games and plays for the American youth of both sexes, and particularly for American boys! The characteristics of a nation are largely revealed in its sports. What sports that are enjoyed by the American boy tend toward manhood? To particularize: The study of baseball in its effect upon the national life is well worth consideration. How it leads a boy to do his best and yet to yield to others—to make constant sacrifices for the good of the community—the nine he is playing with. To do one's best and yet to help others to do their best—whatever demands this of a man must have in it much that is educationally good. I am not entirely sure that the churches would not be benefited as well as the schools by a careful investigation of the games that have become a part of the life of the Anglo-Saxon race, and that appeal strongly to robust manhood. To ignore the games which call for the exercise of bravery, even if they occasionally seem rough, is to ignore an element in human nature which is too strong to be subdued, and which should not be subjugated even if it were possible. Here is a field for the investigator which is but partly explored.—*Vice-President E. Oram Lyte at Los Angeles.*

—THERE is an enlarging, ennobling power in admiration of others, and in making allowance for them.

F. W. Robertson.

—THE SHAPE OF THE EARTH. — The geographies of twenty or thirty years ago described the earth as "round like an orange or a ball." Somewhat later an attempt was made to give a more accurate description of the earth's shape, and we find it called an oblate spheroid." Physical geographers now tell us that this latter description is

imperfect. A writer in the *Leisure Hour* says: "It is now admitted by all competent judges that the earth is flattened at the equator as well as at the poles. Moreover there is good reason to believe that the northern and southern hemispheres are unlike, the south polar regions being much less flattened than the north polar regions. According to this the earth is shaped more or less like a peg-top, with the bottom part at the south pole, but even this does not satisfy all evidence. Professor G. H. Darwin has suggested that potato-shaped would be a more correct simile than peg-topped, but perhaps the best view is that taken by Sir John Herschel, who aptly stated that the earth is earth-shaped." The name of geoid, which expresses this view, has now taken the place of the old oblate spheroid in everything except school text-books.

Dr. J. W. Gregory recently described before the Royal Geographical Society the various views held by scientific geographers as to the earth's figure. A careful examination of terrestrial ridges, elevated areas, and depressions, shows that the earth's form approaches that of a tetrahedron, which is a solid body having four faces, six sharp edges and four solid corners. The earth of course is not exactly tetrahedral in figure, but it very closely resembles this shape when the distribution of land and water and the course of the main water-sheds and mountain chains are critically examined. There is very good reason to believe, even if no actual evidence were available, that the earth must tend toward this shape; for a globe of plastic material surrounded by a hard crust gradually assumes the form of a tetrahedron as it cools; and the earth seems to be an example of this fact on a large scale."

—CHARACTER BUILDING IN THE SCHOOL-ROOM IS THE FOUNDATION STONE OF GOOD GOVERNMENT.—Lord John Russell said: "It is of the utmost importance that a nation should have a correct standard by which to weigh the character of its rulers." The teachers begin this work in the school-room. They give the child knowledge to guide his will and then allow him opportunities of exercising his will with regard to moral questions. They point out his error when he goes astray and make the path of wrong unpleasant; they encourage him when he does right, so that he may have within himself the power of estimating actions at their true value. The man who acts rightly

himself is in a position to choose good rulers—to cast a valuable vote at the polls. As the child so the man. The foundations for good government are laid in the school-room. But the teachers are very often in the dark as to the progress the child is making towards this end. A little examination test once in a while would be a useful guide to the teachers with regard to the weak points in character building. Mr. Sinclair, of the Ottawa Normal School, proposed such a test to school children of from ten to fourteen years of age in Ottawa, Kingston, Toronto and Hamilton. This was the case: "John throws a snowball through a pane of glass in the school-building window. James sees him do it. No one else sees him do it. They know if they report the case the only punishment will be that John will be required to pay for a pane of new glass." The questions asked and the number of negatives and affirmatives to each question are given. Question 1. Should John tell on himself if the teacher asks him if he broke the pane? 1,398 children said yes, 11 said no. Question 2. Should John tell on himself if he is not asked? 1,288 yes, 114 no. Question 3. Should James tell on John without waiting to see if John is going to tell on himself, and without being asked to tell? 83 yes, 1,192 no. Question 4. If James is asked to tell, should he tell without waiting to see if John is going to tell on himself? 544 yes, 753 no. Question 5. If John does not tell on himself should James ask him to tell? 1,091 yes, 276 no. Question 6. If John then refuses to tell and James is not asked to tell, should James tell? 500 yes, 846 no. Question 7. If John refuses to tell and James is asked to tell, should James tell? 1,209 yes, 194 no. Question 8. When the teacher finds that the pane of glass is broken, should he say to the class that he wishes the boy who broke it to report privately? 934 yes, 257 no. Question 9. If John does not report, should the teacher then try to find out who broke the pane of glass? 1,017 yes, 125 no. Question 10. Should he ask each boy if he broke the pane? 808 yes, 338 no. Question 11. Should he ask each boy if he knew who broke the pane? 721 yes, 359 no. Question 12. If every boy says he did not break it and James says he knew who broke it, should the teacher ask James to tell who broke it? 829 yes, 297 no." These questions were taken

from an article in "Educational Foundations," and would have been even more interesting if Mr. Sinclair had answered his own questions. From our knowledge of children we should judge that many of the answers were given without much thought.

—THE man that makes a character, makes foes.—*Young.*

—PREPOSITIONS.—When prepositions are under consideration in the class, an exercise like the following will show clearly the function of prepositions in the sentence: "The bird *in* the cage is singing" might be taken as the first sentence. Ask the children to put the bird in other positions or relations to the cage. This will draw forth such examples as these: "The bird *on* the cage is singing, the bird *under* the cage is singing, or the bird *beneath* the cage is singing; the bird *above* the cage, the bird *below* the cage, the bird *behind* the cage, the bird *outside* the cage, the bird *before* the cage." The children will suggest prepositions that are almost, if not quite synonymous with some of those given above as in the second and third sentences where we have *under* and *beneath*: "The bird is *over* the cage, the bird *inside* the cage, the bird *outside* the cage, the bird *within* the cage, and the bird *without* the cage." A list of prepositions drawn from examples like these written on the blackboard, will help the children to see what the words called prepositions look like as a class.

Take also cases where the relation is between a noun and a verb: "The boy was running *beside* the road, the boy was running *across* the road, running *near* the road, running *over* the road, running *towards* the road, running *from* the road, *above* the road, *beneath* the road, etc."

—"HUMILITY is the attribute of great and noble minds, —and how beautiful does it appear."—*F. Stoughton*

—INSTRUCTION ends in the school-room, but education ends only with life. A child is given to the universe to educate.—*F. W. Robertson.*

Current Events.

SIR WILLIAM DAWSON AS A TEACHER.

A noble life is ended, Canada's "Grand Old Man" has gone, but his memory will live with us as long as Canada has a history. To us—the teachers of Canada—he leaves an example of earnest, painstaking devotion to the calling that was his by choice and genius, which it would be almost impossible to rival. He was a great teacher because he was a great man. His reputation as a scientist was world wide. So fertile was his mind, that books and pamphlets on his favourite subjects of study—nature, education, the Bible—fairly rolled from his pen, giving glimpses of the powers behind the pen. To many of us was granted the inestimable privilege of attending McGill when the active, observant, keen mind of Sir William Dawson was its ruling power, and when the university was yet small enough to admit of its students coming in contact with the mind of the Principal. With what pleasure we recall the hours spent in the zoology and geology classes. In Sir William's classes in the university we had preeminently the advantages of the contact of mind with greater mind. Sir William talked, he did not lecture. He showed us a master mind at work in its own workshop among the wonders of nature. How the horizon of our knowledge seemed to retreat rapidly as he opened to us the secrets of mother earth. Time and again we had to pull ourselves together and determine mentally that we *would* take notes as the examinations were approaching. But the hand gradually moved more and more slowly over the paper, then ceased to move, and finally we came to ourselves with a start to find that we were again in the attitude of men listeners. But Sir William was a model teacher. He gave us a handbook, an outline, the bare skeleton of the subject to use out of class, while in his talks with us he filled out this scheme with marvellous word pictures. Hundreds upon hundreds of new terms we found it small effort to learn that we might keep in touch with the subjects as they advanced. He spared no pains to help those who needed assistance, often remaining long after the hours of lecture discussing

his favorite topics. Then the excursions in the fields and quarries, seeking nature in her own haunts, and the visits to the museum—a monument to his lifelong toils and perseverance, a memorial of the noblest nature!

Dr. Harris, United States Commissioner of Education, who was in Montreal at the time of Sir William's demise said: "I should think the whole city would be thrown into mourning for such a man." And so the city was, through its highest representatives of all creeds and nationalities, the great educational bodies; and not only the city, but the educational world, paid its tribute to him.

Who could better describe the spirit in which he lived and worked than he himself—the man who conceived this noble life. This he did in the following words on the occasion of his severing his connection with McGill University:—

"In conclusion, let me say a word as to myself and my retirement from office. My connection with this university for the past thirty-eight years has been fraught with that happiness which results from the consciousness of effort in a worthy cause, from the aid and support of my dear wife, who has cheered and sustained me in every difficulty, and from association with such noble and self-sacrificing men as those who have built up McGill College. But it has been filled with anxieties and cares and with continuous and almost unremitting labor. I have been obliged to leave undone or imperfectly accomplished many cherished schemes by which I had hoped to benefit my fellow-men and leave footprints of good on the sands of time. Age is advancing upon me, and I feel that if I am fittingly to bring to a close the business of my life, I must have a breathing space to gird up my loins and refresh myself for what remains of the battle. I have, besides, as you know, been somewhat abruptly deprived by a serious illness of my accustomed strength, and in this I recognize the warning of my Heavenly Father that my time of active service is nearly over. In retiring from my official duty I can leave all my work and all the interests of this university with the confidence that, under God's blessing, they will continue to be successful and progressive. The true test of educational work well done is that it shall have life and power to continue and extend itself after those who establish it are removed. I believe that this is the character

of our work here, and I shall leave it with the confident expectation that it will be quite as successful in my absence as in my presence. Such a result I shall regard as the highest compliment to myself. To this end I ask your earnest consideration of the sketch of our progress which I have endeavored to present, and I pray that the blessing of God may rest on the university and on every part of it, and that it may be strengthened with His power and animated with His spirit."

Resolution of Condolence with Lady Dawson by the McGill Normal School Committee.

Whereas it hath pleased Almighty God to remove from the scene of his earthly labours and successes our revered and beloved friend, the late Sir William Dawson ; and

Whereas he was for many years intimately associated with the work of the McGill Normal School, now entrusted to the Normal School Committee of the Corporation of McGill University, first, as negociating, on behalf of the University, for the establishment of the Normal School in 1857 ; then as the Principal, lecturing on Natural History at the same time, with great profit to its students, continuing to hold the offices of Principal and Associate Professor for thirteen years, until the pressure of other duties compelled his resignation in 1871 ; lastly, as Chairman of the Normal School Committee, until failing health caused him to retire from his position of Principal and Vice-Chancellor of the University ;

Be it resolved, that this Committee desires to express, and does hereby express its sense of the invaluable services rendered by the late Sir J. William Dawson to the cause of primary education in the Province of Quebec, especially in his long connection with the McGill Normal School, and his efforts to secure thereby trained teachers for the Protestant schools of the province, and its deep feeling of loss in the death, albeit in a ripe and honoured old age, of Sir J. William Dawson, C.M.G., LL.D., F.R.S., &c.

Be it resolved, also, that this Committee express its profound sympathy with those who suffer the sorrows of a sore bereavement, by transmitting a copy of these resolutions to Lady Dawson.

Official Department.

NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by Order in Council, dated the 5th of October, 1899, to make the following appointments, to wit:

School Commissioners.

County of Chicoutimi, Grande Baie.—Mr. Louis McNicholl, to replace Mr. Napoléon Dallaire.

County of Hochelaga, town of la Côte Saint Louis.—Messrs. Eugène Lafontaine and David Despatie, continued in office, their term of office having expired.

County of Saint John's, "Parish" of Saint John.—Mr. Eustache Roy, to replace Mr. Louis Lemaire, whose term of office has expired.

To appoint Mr. John Parker, B.A., of Leeds, P. Q., to replace Mr. G. W. Parmelee, B.A., and the Rev. A. T. Love, B.A., of the city of Quebec, to replace Dr. Norman, as members of the Protestant Central Board of Examiners.

To appoint the Abbé J. A. Lefebvre, Superior of the Sherbrooke College, a member of the Roman Catholic Central Board of Examiners, to replace the Abbé J. H. Roy, resigned.

To appoint the Reverend Isaac Newton Kerr, B.A., of Shigawake, in the County of Bonaventure, Inspector of Protestant Schools, in the District of Gaspé, to replace the Reverend Mr. William Gore Lyster, B.A., who has resigned.

To appoint Mr. E. H. Taylor, of Quebec, a member of the Protestant Board of School Commissioners, for the City of Quebec, his term of office having expired.

9th November.—To make the following appointments, to wit:

School Commissioners.

County of Champlain, Saint Tite, North.—Mr. Napoléon Rondeau, continued in office, his term having expired.

County of Gaspé, Saint Yvon.—Mr. Arthur Clavette, to replace Mr. Alphonse Caron, his term of office having expired.

10th October.—To detach from the school municipality of "Dalibaire," County of Matane, the lots between and including No. 49 to lot No. 60 inclusive, of the 1st range of the Township of "Cherbourg," and to annex them, for school purposes, to the municipality of "Cherbourg," in the same county.

To detach from the municipality of Saint Alban, County of Portneuf, the following cadastral lots of the parish of Saint Alban, to wit: Starting from and including lot No. 179 to lot No. 289 inclusive, less the lots Nos. 226, 235, 236, 243 and 246, and erect them into a school municipality under the name of "Village of Saint Alban."

20th October.—To erect into a distinct school municipality, for Catholics only, the ranges I, II, III, IV, V, VI, VII, VIII, IX, and X of the Township of Potton, County of Brome, under the name of "Saint Cajétan de Potton."

The foregoing erections will not come into force until the 1st of July next, 1900.

To appoint Mr. William Déry, School Commissioner for the municipality of Saint Séverin, County of Champlain, to replace Mr. Philippe Cossette, resigned.