

School Teachers' Association.

The second quarterly meeting of the members of the Protestant School Teachers' Association was held last evening, Prof. McGregor in the chair. M. Weir opened the proceedings with prayer.

The Secretary read the minutes of the previous meeting, and also the minutes of the Council held the same evening.

On motion of Mr. Hicks, M. A., seconded by Miss Clarke, Mr. R. Weir was appointed Treasurer *pro ter*.

Principal Hicks made a few remarks on the art of teaching composition, a subject treated in a paper read at the previous meeting by Mr. F. W. Hicks; he dwelt upon its importance in cultivating correct habits of thought, and mentioned that teachers generally neglected teaching composition as an unpleasant task, one reason for display in public; again, children disliked it, as they could not perceive their progress; further, and a very great reason,—it gave a large amount of trouble to the teacher; and in fact, it was quite certain that it would be an instrument of great benefit, which would lead in their schools to the acquirement of sound education.

Prof. Mills, of the Normal School, remarked that English-speaking people were not generally gifted with facile expression of their thoughts, and held that great writers were at present somewhat ravenous readers. He ascribed neglect of composition to lack of thoughts, and was of opinion that when a pupil had no real thoughts to write, it was useless to bore him with the trouble of preparing a composition. The power of observation should be cultivated; and the study of the meaning of new words was profitable by widening the range of vocabulary.

Prof. McGregor observed that the choice of a proper item was a highly important matter; at the time of that event he had selected means of meeting the Fenian invasion, and the results had been so satisfactory as to surprise and please him, the topic being one in which the pupils were thoroughly interested.

Principal Hicks—With regard to the subject, mistakes in teaching, stated as great injury was frequently done through want of experience on the part of the teacher, the importance of careful preparation of the work was evident. One of the most serious mistakes for any person in life was to place oneself in a position for which one was not fitted by nature; this mistake was not rarely committed by people who adopted the teachers' profession. The teacher should possess—first a love of children, and secondly, a decided liking for a teacher's occupation, and thus fortified, he had some chance of battling successfully with the trials well known to all present. No one should become a teacher until he had carefully counted the cost, and one of the most common mistakes made was to look for immediate results in the work of education. He (Mr. H.) had committed the error when he took charge of his first school, which was in a very disorganized condition. The teacher, further, should not be of the kind who considered teaching as an unpleasant task. Another, and a very serious mistake, consisted in the given of special attention to a few scholars, because they exhibited that peculiar aptitude which a teacher was always pleased to find amongst the scholars placed under his care, or such attention to the most advanced, and therefore the likeliest to attract attention. Another, and a frequent mistake lay in the giving of too much attention to the teaching of a subject for which the teacher might have a liking, and to which he might have devoted a large amount of his own time, because he felt pleasure in so doing. Many young instructors undervalued the subjects of primary importance because they were elementary, and they imagined that they were promoting the benefit of their pupils when they taught something of which they had heard as an advanced branch of knowledge, without considering its fitness for the young. One would choose mathematics; another, a scientific enquiry of another nature, &c, while others hit upon grammatical construction, a hobby which they rode to death. Teachers often neglected the great truth, that all children were not alike in natural capacity, though every person, ordinarily speaking, must be aware of this fact. In this connection also came the habit, because a teacher was well acquainted with his subject, of going into the class room without preparation; this was a very fatal as well as a common error; preparation or every lesson was essentially necessary. Instruction was again, at times, given in such a way as to leave no chance for individual exertion, as far as pupils were concerned; he

was well aware of the advantages of education as received from the present mode of teaching as compared with the dead system which prevailed in all schools years ago; the evils were sufficiently obvious and first, the weakening of the system, removing from the young the opportunities of ascertaining to what extent they might be able to rely upon their own exertions in pursuing their education in future life; and another, the increase of a teacher's labor, as he would become so accustomed to constant repetition and explanation that he imagined that nothing could be done without his assistance. (Applause.)

Mr. Humphrey, the Secretary, in the course of the desultory debate which followed, favored whipping in schools.

Miss Cunningham sang, "I sent a letter to my love," loudly applauded.

Mr. Weir read a paper on the tendencies of the profession; and Miss Rexford gave an amusing selection of anent donation parties, and the proceedings closed at 10.30 o'clock.

McGill University.

The Corporation of McGill University have pleasure in acknowledging the following donations to the Faculty of Arts, during the quarter ending January 26th, 1876:—

TO THE LIBRARY:

From the Government of the Dominion of Canada—Statutes of Canada, 1875, English and French, 2 vols., 8vo.; Sessional papers, No. 2 to vol. VIII, 8vo.

From the Government of the Province of Quebec—Journals of the Legislative Assembly, sessions of 1874-75, 8vo.

From W. C. Harris, Esq.—Sketch of the Geology of Moray, 8vo.

From W. G. Beers, Esq.—Examination Papers of the Royal College of Surgeons of England, 19 pam., 8vo.

From Principal Dawson, L.L.D.—The Dawn of Life, 8vo.

From S. S. Laws, Esq., M.D.—A Thesis on the Dual Constitution of Man, or Neuro Psychology. Pam., 8vo.

From Dr. Wells Williams—King Pao, or Peking Gazette, Sept 18, 1875. One copy.

From the Boston Society of Natural History.—Proceedings, vol 17th 8vo. Do. Occasional Papers, No. 11 8 o. paper.

From the Secretary of War, Government of Washington.—Annual report for the Fiscal year ending June 30, 1875.

From the Smithsonian Institution—Annual Report of the Regents for 1874, 8vo.

From the Institution of Civil Engineers, London, Eng.—Minutes of proceedings, vols. 41 and 42, 8vo.

From the University of Aberdeen, Scotland—Catalogue of the library of the University of Aberdeen, 3 vols., roy., 8vo.; Aberdeen University calendar for the year 1875-76, 1 bd., 8vo.

From the McGill College Book Club—97 vols., comprising recent publications on various subjects.

From the Geological Survey of Pennsylvania—Report of progress for 1874-75. 3 pam., 8vo.

TO THE MUSEUM:

From W. C. Harris, Esq.—Specimens *Orthoceras* and *Calymene*, Utica Shales.

From A. R. C. Selwyn, F.R.S.—Specimens of Garnet, from Stickeen R., British Columbia, and Indian Pottery from British Columbia.

From William MacCulloch, Esq., Montreal.—Collection of shells and Crustaceans from the South Pacific.

From J. W. Spencer, Esq., B.A. App Sci.—Specimen of *Dictyonema*, from Hamilton, Ont.

From W. J. Morris, Esq., Perth.—Specimens of *Eozoon*, from Rurgess, Ont.

POETRY.

The Glory of God in Creation.

Thou art, O God, the life and light
Of all this wondrous world we see;
Its glow by day, its smile by night,
Are but reflections caught from thee:
Where'er we turn thy glories shine,
And all things fair and bright are thine.