

For death shall bring another mating
Beyond the shadows of the tomb,
On yonder shore a bride is waiting
Until I come.

In yonder fields are children playing,
And there—Oh, vision of delight!—
I see the child and mother straying,
In robes of white.

Thou then, the longing heart that breaketh,
Stealing the treasures one by one,
I'll call thee blessed when thou maketh
The parted—one.

Sept. 18, 1863.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

CONVENTIONS FOR MAY.

COUNTY OR DISTRICT.	PLACE OF MEETING.	DATE.
Chatham	Chatham	May 4 and 5
E. Northumb. Land	Brighton	" 4 " 5
Prince Edward	Pictou	" 12 " 13
N. Hastings	Madoc	" 13 " 14
Lennox and Addington	Napanee	" 18 " 19
N. Wellington	Mount Forest	" 19 " 20
Russell	Clarence Creek	" 22 " 23
E. Grey	Meaford	" 27 " 28
S. Grey	Flesherton	" 25 " 26
N. Huron	Brussels	" 25 " 26
Lincoln	St. Catharines	" 25 " 26
W. Middlesex	Strathroy	" 25 " 26
E. Victoria	Lindsay	" 25 " 26
Dufferin	Shelburne	" 25 " 26
N. York	Newmarket	" 26 " 27

MANITOBA.—The Sixth Convention of the Manitoba Teachers' Association opened in the Central School, Winnipeg, on the forenoon of March 10th, with the President, Rev. W. C. Pinkham, Supt. of Education, in the chair. There were present Mr. Berier, Supt. of Education for the Catholic Schools of the Province; Rev. Mr. Cochrane Indian Missionary at Pequis; Rev. Mr. Douglas of Morris, Inspector of Schools for Provencher; Mr. J. B. Somerset I. P. S. Winnipeg, together with about forty teachers from all parts of the Province. That such a great number should be present, considering the difficulties of travelling, shows how deep an interest is taken in the work of the Association. The minutes of the last meeting being read and approved the regular business of the Association was then proceeded with. Mrs. Hawksett having resigned her position as Treasurer, Miss S. L. Harvey was chosen in her stead. The Secy. reported that having communicated with the Publishers of the CANADA SCHOOL JOURNAL he had obtained from them a promise to grant to members of the Association, the paper at the rate of sixty-five cents per year, and strongly urged all the teachers present to subscribe. The President explained that the Committee appointed at a preceding meeting to draft a programme of study for the schools of the Province, had completed their work as far as pertained to the cities and towns, and hoped to be able to bring in a report relative to Country Schools before the meeting closed. The report which was principally the work of Messrs. Stewart and Somerset was then read, and after some discussion was referred back to the Committee to have it completed and printed. Mr. Somerset explained that the programme presented was not a permanent one, but issued only on trial and thought that in another six months, when the teachers were prepared to give their opinion concerning the practical working of it, something could be adopted that would have very few faults. The object of having such a programme was to enable the teachers throughout the whole Province to work together, and to make the work in schools as systematic as possible. He went on to explain how the programme could be extended to cover the work done in High Schools, and said that it was the intention of the Committee to add two standards to the ten already established in the cities and towns, to take up the work done in High Schools. He hoped that the teachers of the Province at the next meeting of the Association would be ready to suggest changes in the programme which would make it better suited to the work done in the schools. The president supplemented the remarks of Mr. Somerset, showing that the idea of issuing a programme of this kind was very important as it made the work of the Common School lead to the work of the High School, and there the pupil was trained for the University. He considered that the three should be inseparably connected, and that the work done in one should be just a continuation of the work done in another. He thought that the plan of uniting the High and Common Schools, was a good one as being more economical than any other: and

for some years yet, the people here would have to practise economy as the money grant for educational purposes is very small. It being noon the meeting adjourned till 1.30 pm. *Second Session.*—In the afternoon Rev. Mr. Douglas of Morris read an excellent paper on the "Object of a Common School Education." He commenced by pointing out the difference between the man of trained mind, and the man whose mind was uncultivated. The object of our Common School Education was to furnish the pupils with well regulated minds. They should be taught industry, attention, and how to concentrate their minds on one point. They should be taught to use the reason, and here is the most difficult part of the teacher's work: children are accustomed to reason from what they perceive through their senses, they must be taught to reason in the abstract; they must be taught to be moral. An education which has no moral backbone in it, will starve the intellect and impoverish the heart. To obtain information is another object in going to school. Let our Common Schools make it their chief object to edify, to build up a force of thought which can be turned to good in seeking to advance the interests of our race and country. The reading of this paper was followed by an interesting and profitable discussion in which the intellectual and physical training were considered. Mr. Springer, Winnipeg, then read a paper on Reading: showing how he would introduce it into school, and how he would teach it to all the higher classes. He held that there is not sufficient attention paid to distinct pronunciation and proper expression, and gave his plan for overcoming such difficulties. Recitations are necessary in order to make good readers. The discussion following the reading of this essay took a very practical turn, and many good methods of securing interest, and having the children read intelligently and naturally, were given. *Third Session.*—At the forenoon session on Friday, Mr. Blakely introduced the subject of Arithmetic explaining his method of teaching the four simple rules. He formed a class from some of those present, and by writing on the board a table which he used in teaching addition and subtraction went through an exercise with the class. The system of teaching gave every satisfaction and it was decided that the table should be printed for the use of the teachers throughout the Province. The discussion which followed elicited many good remarks from those present. Mr. J. H. Stewart, First Vice President of the Association, then read a paper on "The Literary value of English Grammar." He pointed out that the study of the subject as taken up in our schools is, notwithstanding the expressions of many learned men to the contrary, of great practical use in after life. He mentioned Gray and Macaulay as examples of men whose works are great because they are pure, and contended that even the writings of the sage of Chelsea would have been better had he paid more attention to the rules of grammar. The common text books are not at all suitable to the work done in Common Schools, they are too full on some points and contain nothing on others, there is too much notice given to names, and composition (which should be inseparably connected with grammar) is almost neglected. He did not believe in pupils being able to name the figures of speech without being able to use them. Definitions are good things, but grammar should not be all definitions: elegance of expression is overlooked in most of our works and to obtain this is perhaps the great object in studying the subject. A discussion followed the reading of Mr. Stewart's paper, bearing principally upon analysis. In the afternoon Mr. Somerset I. P. S. Winnipeg introduced the subject of composition, and explained how he would set about teaching it, placing on the blackboard a division of his subject as follows:—First step: order of presentation; subject and predicate; modifications of subject and predicate; connection of isolated statements, subjects or themes; complex sentences; punctuation marks; quotation, exclamations, interrogation marks; paragraphs; direct and indirect statement; rhetorical and grammatical arrangement. He then explained how grammar and composition could and should be taught together until the child had reached as far as the third book, and then the subject need not be divorced. Children should be taught to build rather than to dissect. They will, by adding words to sentences already formed, see their connection at once and will learn analysis unconsciously. The important thing is to give the idea,—the definition is of secondary importance. Having gone through most of the subject obtaining from the teachers their ideas, the speaker finished his paper by promising to resume the subject on a future occasion as this was the wish of the Association. Mr. S. R. Eaton of Winnipeg Business College, then introduced the subject of teaching book-keeping to junior classes. He said that book-keeping should be taught earlier in school, children of ten and eleven could take up the subject to advantage, and not leave the work of four years to be done in quarter of the time. He then gave what he considered should be the first lessons in Book keeping, and showed how these could be followed up by more advanced work. In every exercise he would demand neatness of work, and never permit a pupil to write anything without first understanding it. Votes of thanks having been passed to those who had read papers before the Association, to the Press for so fully reporting the proceedings, and to the President for his deep interest in the work and the able manner in which he discharged the duties of his office, the meeting, which has undoubtedly been the most successful of the kind ever held in Manitoba, adjourned, the President pronouncing the benediction.