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be considered as the basis of our notation. Mr. Nichol, of Burford, said he believed thoroughness was a great virtue in teaching, but there was a danger of sacrificing other things for its sake. He did not advocate the principle of spending a long time in teaching notation and numeration, until scholars understood the subject, as it is almost impossible to make children interested in this subject. Mr. Chesnut, of Toronto, said the first object to be attained in teaching this subject was accuracy; second, rapidity, and third, the habit of performing as much of his work as possible mentally. Children should be taught to run up colums of numbers in addition without naming the addends in succession, but merely the results. He agreed with Mr. Anderson that decimals should be introduced with notation and numeration. He would also teach the simple and compound rules together. A great difficulty frequently arose in the minds of children bow certain operations are to be performed. He referred to the advantage that teachers might take of the principle of ambition in boys in reference to this as well as other subjects of study. Mr. Scarlett, of Northumberland, asked Mr. Chesnut if he would consider it proper to begin with young children in theory or in practice first, and would he teach mental and written arithmetic together. In reply to the first question Mr. Chesnut said that theory and practice should be combined, but the latter should predominate, at first; and to the second question said that he would combine mental and written arithmetic as much as possible. The following gentlemen were elected office bearers for the ensuing year :-- President-Daniel Wilson LL.D., of University College, Toronto. 1st Vice-President-Robert Alexander, of Newmarket. 2nd. Mr.——Scarlett, of Northumberland. 3rd. Mr. John Connor, of Niagara : 4th. Mr. Charles Lusk, of Oakville. Mr.-McCabe, of Toronto, 6th Mr. W. Acres, of Paris. Secretary-Mr. William Anderson, (Park school) Toronto. Treasurer-Mr. McGann, of Toronto. Councillors: Toronto-Mrs. Clarke of the Model school, York-Miss St. Remy, Toronto. Wellington-Mr. Fordyce. Perth-Mr. Glashan. Haldimand-Mr. Moyer. Brant-Mr. Nichol. Waterloc-Mr. F. McPherson. Halton-Mr. Breckenridge. Northumberland-Mr. Scarlett. Peel-Mr. Seath. After the election of officers, Mr. Charles Lusk, of Oakville, read an able and interesting essay on the question "Should the education of the youth of Canada be made compulsory by the government?" The essayist, in the course of his remarks, advocated the doctrine of compulsory attendance at school, reasoning on the principle that if the people are taxed for the education at all, all children should be compelled to attend. Mr. Alexander moved, seconded by Mr. Connor, "That the Board of Directors be requested to appoint the next meeting of the Association to be held in Toronto. A number of members were appointed to procure the necessary accommodations for members attending the Association at its next session."-Carried. Mr. Nichol, of Burford, moved, seconded by Mr. Barritt, of Wellington, that the thanks of the Association be presented to the President, Secretary, and Treasurer, for the very efficient manner in which they had discharged their duties during the past year. Votes of thanks were also passed to the chairman, Mr. Lusk, and to the representatives of The Leader and Globe for their presence at the convention, &c. The convention then adjourned till next year .- Leader.

- TOBONTO CITY COMMON SCHOOLS.—The distribution of the prizes and certificates awarded to the successful competitors at the recent combined examination of the city schools took place in the St. Lawrence Hall, in presence of a large and exceedingly interested audience. The Mayor, upon taking the chair, said that he considered it a high honor to preside at the presentation of prizes and certificates to the pupils who had distinguished themselves at the recent combined examination of the city schools; and he would have taken pleasure in presenting the prizes had the Council not refused to allow the grant to the Grammar School. He regretted that the Council had been compelled to withhold the grant, but they had done so for the purpose of keeping down the taxes. In looking over the report of the Local Superintendent he was sorry to see that there was not much difference between the average attendance of the pupils in 1862 and 1863; as he thought the average attendance should be increasing each year. He observed that there had been eight pupils who had got their names on the school register and who had attended less than twenty days. Now it appeared from this that something was wrong, and he trusted that as the Board of School trustees were about to have a school census taken, the evil would be discovered, and, if possible, removed. He next touched upon the advisability of introducing gymnastics, &c., into the school, in order that the physical as well as the mental system of the pupils might be developed. He was also anxious that the female pupils should be encouraged to study mathematics, for he did not see why girls should not become as good book-

keepers as the boys, and thought that they should at any rate thoroughly understand quadratic equations especially. After referring to some other matters, he called upon Mr. G. A. Barber, Secretary Board of School Trustees, to read the report of the examiners, at the combined examination of the common schools of the city of Toronto, held July 20th, 1863 :- The Examiners beg to report that they conducted the combined examination of pupils selected from the common schools of Toronto, in the Victoria street school-house, on the 20th of July, 1863. From the eight common schools of the city there were present 126 pupils, viz: 30 from the third or highest division, 48 from the second, and 48 from the first. In the Park and John street schools there are no third divisions 'in the female department, but six girls, belonging to the second division of these schools were examined against each other in the subjects prescribed for the highest division. Thus the numbers examined in the highest, intermediate, and lowest class subjects were, respectively, 36, 42 and 48. There being only one teacher for each department, male and female, in the Palace street and Givins street schools, the pupils of the first and second divisions in these schools were examined as competitors with each other. In the first division the children were examined orally in reading, spelling, arithmetic and geography. The reading was generally good ; Victoria street, George street, and the Fark schools the best. In spelling there were great varieties; the Park school was the best. Arithmetic was fair; the Park, Victoria and Phœbe street schools the best. Geography was good ; Louisa, Victoria and Givins street schools the best. In the second division the pupils were examined in reading, writing, spelling, grammar, geography, history and arithmetic. The examination in arithmetic was conducted in writing. In this division, for the reasons already stated, Palace and Givins street schools were examined as competitors with each other. Both did well in reading, writing and arithmetic, and Givins street in spelling. Sarah Stevenson, of Palace street, was the best reader. With reference to the pupils of the second division in the other six schools, the examiners report as follows :- The reading was generally good; Victoria, Louisa and Phœbe street the best; Margaret Jones, of Victoria street, was the best reader. The writing was fair; Victoria, Louisa, and George street the best; the best specimen was that of William Spotton of Victoria street. In spelling some did well; Victoria and Louisa street did the best. In grammar there were great inequalities; Victoria, George and Louisa street were the best. In geography some did well. George and Victoria street the best. In history the answering was not so good. In arithmetic it was better; George and Louisa street the best. In the the third, or highest division, the pupils were examined by written papers in all the subjects except reading. The subjects of examination were reading, writing, spelling, definitions, and derivations, arithmetic, grammar, geography, history, mensuratian, geometry, and algebra. No girls, of any of the schools, or boys of Phoebe street school were examined on the last three subjects. In connection with this division the girls of the second division of John street and the Park schools were examined. The pupils of the Park school excelled in writing, definitions, derivations, arithmetic, geography, and history; and those of John street in reading, spelling and grammar. Of the pupils in the other schools properly belonging to the third division, the reading was generally very good. The writing was also very good ; Park, Victoria, and Louisa street, the best; the best specimens of writing were those of Alexander Sampson and James Jardine (equal) both of Louiss street. The spelling was generally correct; George and Louisa street were the best. Definitions and derivations were not so good; George and Louisa streets were the best-Arithmetic was fair; George, Louisa, and Phæbe streets the best. The geography was generally good; the Park, Phœbe and Louisa streets the best. In history there were great varieties; George, the Park. and Louisa streets were the best. Rebecca Jones, of Phœbe street school, gave the best answers in grammar, geography, and history, and the total value of her answers on all the subjects already enumerated was the highest of any of the pupils of this third or highest division. In mensuration, the boys of Louisa, the Park, and George street, did well; James Jardine of Louisa street, the best. In geometry, the Park, George and Victoria street did well; John Stevenson, of the Park, answered all the questions, and did the best. In algebra, George and Louisa street did well; James Boomer, of George street did the best. The examiners have pleasure in reporting that the conduct of the pupils generally, during the examination, was most exemplary. They desire also to acknowledge, as on former occasions, the valuable assistance they derived in making and carrying out their arrangements from the Rev. James Porter, the Local Superintendent. In conclusion, the examiners have to express their gratification at the state of the