

would be 75 minutes per week for six weeks, or 450 minutes altogether for the year. But as there are 44 weeks in the year, that would give an average of 10 minutes and a fraction per week for the year. When the fraction is less than $\frac{1}{2}$ it must be rejected. When $\frac{1}{2}$ or greater than $\frac{1}{2}$, the next integer above should be taken, as there is no room for fractions. (2) Suppose a "ten minute" oral lesson on Patriotic and Moral Duties is given, say on the first Monday of each month. This gives 100 minutes per year. Divided by the number of weeks, 44, it gives an average of 2 minutes per week for the year, during which the teacher is employed in giving lessons under (69).

The table is checked for correctness in this way. If there are five hours and thirty minutes each day on an average during which the teacher is engaged in teaching some subject in this table; that is 330 minutes per day or 1,650 minutes per week, the sum of the minutes in the table should approximate 1,650. It should never be made exactly equal to the total figured from (12), because fractions are not directed to be taken into account. Exact equality therefore is not likely to occur without a tampering with some figures after they had been calculated previously from the teacher's best memory and judgment.

MORAL AND PATRIOTIC DUTIES.

This is a heading which, under a possible perspective, may be misunderstood by those who do not know what it is. There is no textbook. There is no lesson to be memorized at home. There may be no regular time each week for it on the school time table. Then it may be asked, why have it itemized in the Register, Returns and the Inspector's note book? Just because it is an important element in school life which should never be lost sight of. And without having it itemized it would under many circumstances be omitted. If the young citizen is to be developed with a true patriotic spirit, he should naturally begin to show it in a disposition to sacrifice some of his time, his convenience, or his efforts, for that part of his country with which he comes first into contact. His first countrymen are his fellow-scholars; his first land the public school or play-grounds. If he can be inspired with the desire to make an effort to improve or beautify these surroundings for the common pleasure and pride of the school, he can do it for his town, his province, or the empire. This is next step to the recognition of the universal brotherhood of man, one at least of the fundamental elements of a good morality of which the teacher has already been certified to be a good example before being licensed. When a public holiday comes, here is a standing suggestion that its meaning should be impressed on the young pupils. When an incident in the history lesson offers to illustrate the duty of the citizen for the common weal, the occasion is taken. When geography points out our great resources, the opportunity occurs again. When an occasion requiring discipline arises, there is yet another chance to point an effective lesson on the principles of morality and public duty. The teachers' having to estimate the time on an average absorbed in such work, and to record the estimate on the Register, is the surest way we know of keeping the importance of such training always before them when an occasion arises to make such a lesson effective.