

77, 79, and surely this can be done in 24 hours. Attention to the instructions given in the Register and a knowledge of Decimal Fractions will ensure correct answers to 23 and 24. It certainly does not look well to find in one of these places 5.625, when the answer should be 56.25. Some trustees seem very averse to answer 25, 26, 27. Perhaps if a proper relationship were established between 25 and 27, this aversion might disappear. A little pains would secure a sufficiently correct answer to 25.

**Table 3**—No particular notice of the particulars of this table is required, except perhaps a suggestion of the necessity of greater care. Because pupils sing, is no sufficient reason for returning them as being instructed in Vocal Music.

**Half yearly Examination.**—Fill in these blanks correctly and carefully, do not treat fancies as facts, and remember that the same law that secures to a Teacher a fixed sum from the Provincial Treasury, requires a half yearly examination, and a true report of it.

**Abstract of Register, &c.**—Before attempting to fill this page, proceed carefully, as already suggested, to test the accuracy of the marking and adding of the days attended by each pupil—enter in the proper column in the Register the days lost by reason of sickness, weather, &c., &c., and see that the Total of these equals all the days lost by the several pupils while attending school, then enter "Total days lost" in the proper column in the Register, transferring to the Return. Then find the averages of Department and Progress, entering these also in the Register and Return. In filling up the Return, be sure to place the figures in 74-79 opposite the names of the pupils to whom they refer. If you cannot be sure of this without ruling, rule the page, and if this does not please a fastidious taste, you can rub out the pencil lines after the work is completed. Carefully avoid the lazy and inexcusable error of culling the days lost by any pupil; the difference between the days attended, and the whole number of days the school was in session. Thus—the school was in session 114 days. Tom Brown commenced school June 1, ceased Sept. 21, —was in school 57 days. He really lost 24 days or thereabouts, but one of these lazy ones enters it, 57 days lost. I say "lazy ones," because a close investigation will ferret out the facts—that the teacher has not carefully inquired into the causes of absence, has not properly entered them, that page 6 of the Register is untruthful, unreliable on account of this laziness—this shameful self-indulgence. Be careful to add these columns correctly, make them correspond exactly with the Totals in the Register. In fact, if every teacher would properly and correctly fill the blanks in pages 6 and 7 of the Register, the work of making out the Return would be easy, and my suggestions needless.

#### RETURN B.

The directions as to the heading of the other Return, should be observed here—

**School House.**—No particular directions are needed here, except in reference to the answering of question 9. This refers to a house not yet built, not to votes of money for houses which have been built—to money voted at the last Annual Meeting.

**School Room.**—Where the ceiling is arched, give the average height which may be estimated with sufficient accuracy.

**School Attendance.**—Some trustees think it quite superfluous to ask or answer question 18, as it has already been asked and answered in Return A. But it should be remembered that Return A is not furnished by every section at the end of the year, some having no school. The answer stands in a different relationship in the two returns. The information is required, and it is more convenient to have it all in one place, than to search a number of papers for it. Having once ascertained it the Secretary can easily transfer it from one paper to the other. Questions 19, 20, 21 can only be answered by a careful examination of the Register. Perhaps the answer to 19 can be most readily found by adding the attendance for both terms, and subtracting from this sum the number who attended in both. In a section having more than one department subtract also those who attended in more than one department.

**Apparatus.**—Under 37, give, as directed, the full value of all books and apparatus, subtracting depreciation by wear and tear.

**School Books.**—Do not include under 40 the cost, only the charges or expenses.

**Income.**—In answering 46, include everything not contained in 42-45,—money paid by Commissioners in aid of a poor section, your share of the superior school grant,—money received from pupils for books,—the value of fuel not furnished by the Secretary from school funds,—the estimated value of board when the tender boards from house to house,—focs from non-resident pupils, rents, gifts. The answer to 47 should be the sum of 42-46—although all the assessment may not have been received by the trustees.

**Expenditure.**—Include in 49 and 50 the estimated value of the board where it makes part of the salary. In your answer to 60, include every item of expenditure not given elsewhere, such as Rent, &c. You may also with propriety add any rate or balance of a rate which cannot be collected. In order to secure accuracy in the transaction of business, each section should furnish two blank books for the trustees. In one should be entered a correct record of the proceedings of sectional meetings signed by the Chairman and Secretary or by the Secretary, and of the meetings and transactions of the Trustees. The other book should contain all the accounts and business transactions to which a price can be attached. This would secure accuracy and save trouble.

If these directions prove of service to the teachers or trustees, I shall consider myself well rewarded for the labour expended. I know that many do not need any information, and I also know many who do, and, alas, some who do not desire any. I shall be happy to answer any inquiries as to points not embraced in this paper.

## FIVE DAYS A WEEK, OR THE IMPORTANCE OF REGULAR ATTENDANCE AT SCHOOL.

By Miss H. M. NORRIS.

[Awarded the prize of \$10. as the best Educational Tract.]

**FRIEND**, will you turn aside for a few moments from the varied current of your daily life, to consider the life of a little child? You once were one, do you remember? It seems a long while, perhaps, since you first wonderingly looked out at this vast busy world, with its hosts of people that were years and years above you, who were managing everything, and nobody to tell them how.

There are dozens and dozens of such little wonderers to-day, who do not belong to the great world at all, only to mother; but we had better have a care for them, for the great world will belong to them some day.

We will presume that the necessity for schools is a settled question, and that you have one, the best you can get; and that means not only a good teacher, but a suitable house, well-furnished; and trustees who have a good many children at school, or else have heavy taxes to pay, and so are not in danger of forgetfulness of duty. Now the question is "Are all the little ones there to-day?"

Probably no other reason for absence is so frequently urged as the need of aid at home. The boys must help their father, the girls must help their mother. This they certainly ought to do; yet, probably, in the majority of cases, a little forethought would prevent the necessity of adopting a course unjust to the child, and of no ultimate benefit to the parent. Careful expenditure of the time before and after school will generally leave school hours free. Indeed the parent should consider these as sacred to the children, and be more reluctant to deprive them of accustomed food or sleep. It is during school hours chiefly that the foundation of future intelligence is laid, and in depriving the little ones of those we are enfeebling them for life. With all the press of our business we find time for Sunday, and few forego their necessary rest at night. It is admitted that the moral and physical natures must have time specially devoted to them, but the Sabbath for the intellect, when all other work is laid aside that its stores may be garnered, and preparations made for the long battle of life, this may habitually be broken, and none cry "shame!" From infancy we have been taught to keep holy the Sabbath day, and to say nightly "Now I lay me down to sleep," but not so have we been trained to a set time to "get understanding," a time when our mental faculties may receive that nourishment, and exclusive attention necessary to their perfect development.

Many say the children need to be trained to work, even more than they need schooling. Assuredly so, but they need to be trained before the work is pressed upon them. Is the farmer wise who harnesses a young colt to the plough that he may learn to work? Does not all experience say "Let his bone and muscle grow, give him time to develop his power, then he will be strong to labor for years to come?"

Again, children are not placed so long under parental control that the parents may have the benefit of their labor, but rather that they may be provided for while they are preparing to bear "the burden and heat of the day." "The children ought not to lay up for the parents, but the parent for the children." How many to-day look back upon a mispent childhood! They found themselves struggling in the battle of life before their weapons were forged. As they passed on they gathered scraps of knowledge here and there, and spare moments were given to what should have been the business of the hour. What avails the work their childish hands performed? far more had been accomplished if they had been earlier equipped. The world is not wise in weakening its children.

Nor is it true that to keep the child home one day can do no harm. It is one step aside—that is all,—and to be classed with only one glass to the drunkard, and only one apple to Eve. For the child has been turned aside from the path of his duty, and has lost ground; it is not merely the lessons he has missed, his attention has been diverted, and a thirst awakened for work other than his own; the zest has been taken from his pursuit of knowledge, to supply energy for the employment that has superseded it. The farmer cannot thrive who has no time to plough; the merchant cannot prosper who is too busy to attend his counter; nor can the boy succeed who is constantly called from his school.

It is a sad mistake to lead a child to suppose that he should go to school only when he has nothing else to do, that a day on the