

3. Examine and *test* your answers to see that they harmonize with each other. Avoid self-contradiction if possible. Wherever a total is asked for, (as in columns 47 and 61 of Return B., or columns 14, 19, and 82 of Return A.) see that the answer given is the "sum of the parts" given in the columns for the various items of which the total is composed.

4. Before signing a certificate that the Return is correct, read it over with care to see that no slips have been made.

EXPLANATIONS OF RETURN B.

We shall now give some explanations relative to such questions in the Annual Return as seem most likely to be not understood.

No. 13. The word "Height" in this question is a misprint for "Length."

No. 15. If the ceiling is arched, give the mean or average height.

No. 16. Means how many pupils can be properly accommodated with the *present supply of furniture*, &c.

No. 18. If the exact number is unknown give the nearest estimate you can, and say "about —." This information is particularly desired.

No. 19. This means, How many different children have been under instruction in the section during the year? If there has been school only one term, the answer will of course be the number of pupils registered for that term. If there has been school both terms, find how many of the pupils registered for the Winter term did not attend at all during the Summer term, and *add* that number to the whole number registered for the Summer term. Or, if easier, find how many *new pupils* came in after April 30, and add that number to the number registered for the Winter term.—A correct answer to this question is most earnestly desired. It is one of the most important in the whole return. The numbers given in 20 and 21 taken together ought to harmonize with that given in 19.

No. 37. This is to include books *owned by the pupils* as well as those held by the Trustees.

No. 42. This is to include any old arrears of rates or other dues from previous years collected since the last annual Return.

No. 43. This is to include only the amount *actually collected* previous to making the return.

No. 44. Though the amount for the last Term may not have been actually received at the date of the return, if the amount due the section is known, include the same as if actually received. If the Trustees have neither received nor been made aware of the amount due the section, write *in pencil* the amount received for the first term. Take particular pains in such a case to have all the other Income columns filled so that the Inspector may be able to complete the return without difficulty, or danger of falling into error.

No. 48. This is to include all moneys paid out *since the last Annual Return*, on account of previous yrs. Such as: money borrowed in previous years and refunded since the last annual Return; arrears of salary paid to teachers; arrears due contractors for contracts completed in any previous year; moneys paid for lands, houses, furniture, or anything else purchased in a previous year.

Nos. 52, 53, &c. Any column whose heading begins with "Expended" refers only to sums *actually paid* up to the time of making the Return. Any unpaid balances under these heads are to be included in the answer to the last question, No. 62.

No. 56. Add as a note to this column any sum known to have been paid by pupils or parents for school-books, *not including* such as may have been paid to the Trustees under the regulation permitting the sale to pupils of books purchased at half-cost.

No. 61. This should be the amount found by adding together the several sums given in all the columns from 48 to 60 inclusive.

No. 62. [Wrongly numbered "26"—a misprint.] This is to include all unpaid obligations at the date of the Return, except those referring to the new school-year.

The Trustees ought to preserve a full memorandum of the statistics given in this Return, more especially of the items embraced in such columns as 42, 48, 62, &c., so as to avoid reporting the same items over again in next year's return.

EXPLANATION OF HALF-YEARLY RETURN A.

There is scarcely anything in this return that needs explanation. For the most part it is filled up quite satisfactorily. There is sometimes a neglect to give the *dates* of the Substitute Satur-

days in the subdivisions of column 13; but this, as it cuts off all chance of public money for such days, may be left to cure itself. There are usually a few painful instances of carelessness such as those remarked on already. Sometimes the number of *names* of pupils given on the inside page does not correspond with the number reported in the Table on the first page. Sometimes the attendance column (76) is not correctly added up, and sometimes the total written at the foot of it does not correspond with the number given in column 22. Nothing but gross carelessness could allow such errors to creep in and pass uncorrected.

No. 23. The mode of finding this is fully explained in the Register. It is the *daily*, not the *semi-daily*, average that is required. Attendance for half of any day counts the same in this column as attendance for the whole day.

No. 24. Some seem not to understand what is meant by the term "per centage." It is simply a short way of expressing the ratio of two numbers. This question may perhaps be more clearly expressed thus: Suppose, instead of the number actually registered, there had been exactly 100 pupils registered; and suppose further, that the same proportion of the 100 had attended school every day as did actually attend of the true number registered; how many pupils, under these two suppositions, would have been daily present at the school on an average? It is a simple sum in the Rule of Three. As the number in column 19, is to the number in column 23, so is 100 to the percentage required.

No. 27. This means the same as column 16 of the Annual Return.

No. 70. The word "original" means such as were *composed by the pupils themselves*.

PROVISIONS OF THE SCHOOL LAW RESPECTING RELIGIOUS INSTRUCTION.

WE publish in this JOURNAL the report of the debate in the House of Assembly on the introduction of a Bill empowering Boards of School Commissioners to establish "Distinct" schools for "minorities," subject to the approval of the Council of Public Instruction. The Honourable mover of the Bill explained, in the course of the debate, that religious minorities were intended. As this subject is one of deep interest, we shall explain, as clearly as possible, the nature of the existing provisions of the school law respecting religious instruction in the public schools. And, first of all, we may state, what is well known, that in the election of trustees, the levying of assessments, the distribution of moneys, in short, in all that appertains to the external arrangements, the law is entirely silent on the matter of religious denominations. In this respect it is like all other general laws of the Province.

In respect to the instruction and conduct of the school, the law is equally silent as to religious denominations, but not with reference to the precepts of religion itself. It is enacted that it shall be the duty of every teacher—

"To inculcate by precept and example a respect for religion and the principles of Christian morality:—justice, and a sacred regard to truth, love of country, loyalty, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, and temperance, and all other virtues which are the ornaments of human society.—Sec. 45 (5).

But the law does not design that the teacher, in discharging this important duty, shall inculcate the peculiar views of any one branch of the christian church. This is clearly set forth in the Regulations of the Council of Public Instruction, and, we believe, has been universally respected by the teachers throughout the Province:—

"A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress, that there is life in the school both intellectual and moral,—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality." To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher.—(Reg. Coun. Pub. Ins., p. 51.)

The law, therefore, designs carefully to provide for the inculca-