

of purpose, must continue to advance, and will doubtless, ere long, diffuse the richest of blessings to what are now the most isolated and destitute settlements of our Province.

It is well known that our public schools do not formally profess to supply what is designated "the higher education," but are generally restricted in their work to the ordinary English branches. Nevertheless by a reference to the appended tables, it will be seen that by no means a small ratio of our Common School pupils are successfully studying those higher branches which are, at the present time, by many practical and experienced educationists, regarded as essential in the extensive commercial pursuits of the day. Advanced Arithmetic, Geometry and Practical Mathematics are, in all our schools where first-class teachers are employed, receiving particular attention; and I am warranted in saying, that, in giving 'due attention to these branches,' so useful in a preparation for success in any industrial pursuit, our public schools, on the whole, are by no means in the background.

It has been stated that the School Law does not contemplate that our Common Schools should furnish instruction in the higher studies; yet I am happy to say, in many instances, Trustees manage to employ young men who are qualified to teach Latin, and Greek, and the higher Mathematics; and in this way, in a number of school sections throughout the country, classical instruction is provided. In many cases such arrangements are made and carried out with excellent results, and the hope is indulged that such efforts will be encouraged; and that the study of the Classics, and also of Modern Languages, will gradually and effectively work itself into many of our Common Schools, until eventually all our first-class teachers shall feel the necessity of qualifying themselves, to some extent at least, for imparting instruction in these higher branches of education. A number of the students of our colleges hold Provincial Licenses as Common School Teachers, and generally are desirous of engaging as such, during the long vacations. A good opportunity is thus afforded of employing, during a part of the year, classical teachers, the more especially as students always give a preference to schools in which they are expected to give instruction in Classics and other advanced studies. A great mutual advantage is thus secured, and engagements of this kind are deserving of every encouragement.

ATTENDANCE.

That a comparative statement may be at hand, referring to this matter, we insert the following table, from the year 1866 to 1873 inclusive, by which the yearly advancement in the attendance of pupils at school may at once be seen :