

schools, a more complete and thorough primary education. A special Inspector chosen from the ranks of public school Inspectors was placed over this work. In future there are to be Continuation Schools (doing work inclusive of, and in advance of fifth class instruction) and Fifth Classes. Both will be stimulated by grants from Legislative and local sources. The Continuation Schools, now exceeding 100 in number, will really become Township High Schools and in due course there should be at least one in every township. The Fifth Classes at present numbering over 300, should multiply rapidly, under the new system, and will be so organized and encouraged as to place inducements before the pupils of all elementary schools to remain at their studies longer than they now do.

Continuation Class Grants More Than Doubled.

A proof of the Government's desire to develop Continuation work is seen in the largely increased grants. The amount voted has been more than doubled. The totals for five years are:—

1904.	\$18,230
1905.	21,210
1906.	31,576
1907.	39,899
1908.	45,000

TRAINING IN AGRICULTURE.

Hand in hand with this development of Continuation and Fifth Class work goes the policy of providing special training for Normal School teachers in elementary agriculture and horticulture and in workshop training. Special three months' courses for this purpose are being arranged at the Ontario Agricultural College, Guelph.

Teachers who have entered the Normal Schools with Model School training and at least one year's teaching experience, and who can pass by the beginning of April the final examinations of the Normal School will be afforded the opportunity of further improving their qualifications by attending the special courses. As a special inducement, their travelling expenses to and from the Ontario Agricultural College and their tuition and board there will be paid by the Government. This reform is intended to supply to rural centres teachers who are competent to interest boys and girls in country life and to impart a kind of instruction useful to them in the work of the farm or the lesser industrial occupations. The country boy has as indefeasible a right to the best education as the town boy. No barrier should be placed in his way if his parents design him for a