

in. In 1900 the number taking Latin was 18,073, or about 83 per cent. In 1867 15 per cent. studied Greek, while in 1900 only 4 per cent. were engaged in studying this subject. In 1867 38 per cent. of pupils studied French, and none studied German. In 1900 the number taking French had increased to 58 per cent., while 18 per cent. were engaged in studying German."

The decrease in the attendance at these schools is put at 737 for the year 1900. The number of Continuation Classes we make out from the report to be 431, but the number attending those classes in the Public Schools we fail to find in the report. Very likely the attendance at the Continuation Classes accounts for the decrease in the attendance at the High Schools.

These Continuation Classes have been a subject of interest to school men since they began. Chiefly in two respects. Firstly, efficiency, and secondly, their effect on the attendance at the High Schools. The opinion of those best qualified to judge is adverse to their efficiency, and particularly so in languages. The knowledge in language is so defective that the High School Masters feel that it is necessary to review all the work done in the Continuation Class; the report seems to throw some light on the second point. In regard to the character of the work done, or rather not done, by these Classes, it would be a matter of wonder if it should happen to be of a satisfactory kind.

The only way to meet this difficulty is to have on the staff of the school a graduate, or one of equal attainments to a graduate, and put him in charge of the class and then the country will have some reasonable guarantee that the work can be

properly attended to. If this is not done, then, from the reports which have come to us, we are compelled to say that the Continuation Class is a failure. We need not refer to what every teacher is fully aware of, the injury which a beginner, in languages, receives if not properly taught from the commencement of his studies in these subjects. We heartily sympathise with parents in their desire to have their children at home, but we are sure that they will not have their desire gratified at the permanent injury of their children. We consider this question of great importance to the education of Ontario, and will be glad to have an expression of the opinion of our readers.

Sir William C. MacDonald has again shown his insight into the wants of the times and our Province of Ontario by his placing at the disposal of the Government \$125,000 to be used in erecting buildings at Guelph in connection with the Agricultural College, for the purpose of giving instruction and training to teachers in order that they may be the better able to open the eyes of their pupils to the beauty of life on our farms, Mr. MacDonald has been well advised, when he has devoted such a handsome sum to this important purpose. There is much need of emphasizing the life of our people in the fields and in the homes of rural Ontario.

People are too easily deceived by the glamour, which the smoothness seen in city and town life casts over the thoughtless observer. To get the riches in rural life requires of the beholder intelligence of a high order, much higher indeed than our public schools have been giving