

may even have an idea of what is understood, in daily transactions, by interest at such and such a per cent., but if he is not trained in the class-room, in the *perhaps* mechanical processes of subtracting and dividing, if he leaves school without being able to compute the interest on a sum of money, he will, in the majority of cases, go on through life with this vague and useless idea of these important matters. It will hardly be questioned that he who can read his own language with a moderate share of correctness, and is thoroughly grounded in the fundamental principles of arithmetic, is better educated than he who lacks these perfections, but in lieu thereof has a large store of facts of general import, and on the strength of which he will draw his own conclusions and formulate his own methods whenever necessity demands it. In the case of the first pupil the facts can be acquired later on, but in the case of the second, his studies too often end as he passes out of the shadow of the school-room. The former method is more arduous, but it appears to be the more effectual.

We are apt to forget the time-worn statement "there is no royal road to learning," and experience has proved that those trumped up methods, to suit the exigencies of time and place, have no solid or lasting foundation. "The Gods," says an ancient sage, "sell us everything for toil," and the mandate of God, that "in the sweat of his brow man should eat his bread," applies as directly to intellectual development as it does to any other human acquisition. But on that account we are not to shrink from the task. Intellectual advancement is within the reach of all. One thing only is requisite, strenuous energy. This energy is at first painful, it is true, but it is painful because it is imperfect, and, as it is gradually perfected, it becomes gradually more pleasing, and when finally perfect, that is, when the power of the faculty is fully developed, then its exertion is a purely pleasurable act. The great problem in education is therefore, how to induce the pupil to undertake and go through with a course of exertion, in its result good, and even agreeable, but immediately and in itself, painful and irksome. If the pupil has *learned* to enjoy the exertion of his faculties, then, and not until then, has he commenced to advance on the road to learning.

But the school buildings and the curriculum, the teachers and their methods, will not fail to receive their full share of praise or blame where the tendency on all sides, seems to be, to instruct the instructors. In the midst of all that is being said about governing and about interesting the pupil, it seems that a few words addressed to the pupil himself, might, perhaps, be as effectual as the method hitherto adopted.

For we cannot treat the subject of education, as though the entire responsibility lay with the teacher, and none with the student. Is the pupil like wax, to be moulded, by the tutor, into good or bad shape, according to his skill or zeal? To a certain extent this is the case, yet success depends largely upon the pupil. The master may be highly efficient and the pupil may be correspondingly blunt. Perhaps the teacher is progressive, energetic and enlightened, and the pupil dull and indifferent. The master may be kind and the pupil may abuse of that kindness. The efforts of the one are counteracted by those of the other, and if, when the pupil is anxious and industrious, success is doubtful, how much may be looked for when co-operation is entirely wanting. Look back, you who have made no appreciable progress during a course of studies, and convince yourselves, if you can, that the responsibility does not rest with yourselves, no matter how incapable the teacher or how lax his method, may have been.

There is another reason which seems to be largely responsible for the failure of so many students, and particularly those who entertain the idea of going through what is understood by a University Course. The reason is this? Young boys enter upon school life without sufficient aim, often without any aim at all. They conceive of the idea of going to college because forsooth their friends are going, and later on they decide to go for a session, to see whether they will like it. If they decide "to like it," they may possibly remain for one, two or three years, "they cannot say just now." Many flit from college to college for no other reason than such as caprice or love of change may suggest. Few enter college with any definite idea of a work to be accomplished, of an end to be reached, of a standard to be attained, and, entering without motive, they work without energy. They perhaps have ambition. They in fact frequently show