

with the enlargement of insight. It is for this reason that Plato, after the early training in literature and arithmetic, insists upon the study of science and philosophy; for by this study the mind grasps the truth that the world is a scene of law and order, and ultimately that it is the embodiment of a divine intelligence. The best citizen is the man who is in sympathy with all that makes for good, and sympathy of this comprehensive character comes only to one who has for years sought to "see things steadily and see them whole." If we accept the Platonic view of education, we must draw a clear distinction between education proper and technical training. Both are important, but they are not interchangeable. Education should develop a sane, enlightened and healthy view of life; the object of technical training is to fit the individual for a particular task, and to enable him to reach as high a degree of proficiency in the sphere in which he operates as his ability and knowledge will allow. Now, it must be admitted that for us, "upon whom the ends of the world have come," the problem of education is more difficult of solution than for Plato, and even he found it by no means easy. The Greek did not dream of educating the working-class, which was practically composed of slaves; and he did not float far down the stream of time, as we do, or find in himself impulses and ideas that have come from many different sources. Our problem is to educate every single individual, and to leave the way open for the poorest to secure the advantages of the highest education the state can supply. This seems to me a democratic axiom. How far have we

solved our problem? Let us begin at the base of our educational system. Obviously, if all are to have equal opportunities, the primary education given in all our schools must be as nearly as possible of the same quality. What are the actual facts? As Mr. Cowley has shown, in his admirable article in the January number of the *Queen's Quarterly*, our rural schools in many cases have hardly advanced beyond the pioneer stage. Sixty per cent. of the teachers hold only District or Third-Class certificates, and these are frequently renewed after the three years for which they are issued, while only two per cent. are in possession of a Senior or First-Class Certificate. No doubt some of our rural schools are good, but with the present sectional system, there is no guarantee of efficiency. The result is that many of them are poorly taught, and there is a change of teacher every six months. The reason of this unfortunate state of things is that there is no proper organization of the rural schools, each being under the control of the Local School Board. I am told that the government proposes to abolish District Certificates altogether. I hope this is true. Such a step, together with the merging of several of the smaller schools in one, and the subordination of the Local Board to the County Board, would be a great improvement on the present hap-hazard system. Our city schools seem to me in a much better condition. There is, however, one defect to which attention may be drawn. The teaching in our public schools is necessarily accommodated to the pace of the average pupil, and the brighter pupils do not receive the attention that their superior ability