

University the way is clear, the ascent comparatively easy. In the distance are fame and fortune. For each eager aspirant "the shining throne is waiting" if he only has the industry, the energy, the "Roman will" to climb and "take it."

But in ascending the Alps of knowledge, guides are still needed, and experienced ones, too, to prevent the unwary from slipping into pitfalls—fingerposts at the cross roads, to save time and expedite the journey, modest, silent guides who are not constantly prating about their achievements—who know the safe passes and are content to lead their charges therein, who can discern the appositeness of the Poet's couplet and act upon it.

"Men should be taught as though you taught them not,
And things unknown proposed as things forgot."

Now to create in our boys and girls the desire for knowledge, to direct their steps to the "Temple of Truth" I conceive to be the highest aim of all instruction. In order to do this effectually and well in our Primary Schools, there are three things to be considered: (1) Our Methods, (2) Our Machinery, (3) Other means.

(1) Part of all education lies in the mastering of methods, in getting the use of tools; and the fundamental methods, the primordial tools, are the venerable three R's—(a) Reading, the knowledge of signs; (b) Writing, the making of signs and (c) Arithmetic, the foundation of measurements; the subjects on which these tools are to help us are just two, man and nature. The study of the first is literature, of the second science. He who understands the distinction and can properly apply the tools is in the way of becoming a safe guide.

(2) Our machinery is not so easily disposed of. Many thoughtful and accomplished men have expressed doubts as to whether the trend of

educational movements in this later Victorian era has always been in the direction of the best results. The beacons that guided themselves safely into port have nearly all disappeared and they dreaded the perils that menace those who may follow them. They entertain gloomy views of the future and anticipate disaster, more the outcome, it may be, of brooding discontent than of sane reflection. These are pessimists, and pessimism is as old, at least, as Nestor. They note many changes, many innovations never dreamed of before in their philosophy, and inquire of themselves, with a tremor, "Whither are we drifting?"

To their assistance have recently come a couple of prominent bank managers, who have criticized adversely our School system of which they evidently know little, and declare that the lads who enter their service from the Schools have no adequate knowledge of even the three R's, and can neither read well, write well nor reckon well. But this is not so bad as the army of anonymous scribblers who vent their venom against it in the public prints. It will probably survive notwithstanding. The fact is our Ontario School system is about as well contrived and as symmetrical as any human device can be. All it needs is time to settle and a fair trial. It furnishes to the youth of the Province an education nearly free, it provides trained instructors for all schools, and further for their due supervision. It cannot perform miracles—it cannot ensure perfection, mental or moral, where nature has been niggardly in supplying the materials—it cannot make ladies and gentlemen, but it can, and no doubt does, afford help. But before there were systems there were schools and the master was both the system and the school. Knowledge of these we often get from other than purely scholastic sources. Shakespeare's description of the "Schoolboy with satchel