

I leave it to you to determine the value of such work (when properly conducted) first to the teacher and second to the science of education.

My object in all that I have said is simply to endeavor to impress upon you the necessity, at the very outset, for each, after thorough investigation, to decide for himself whether there can be a science of education; whether a knowledge of it will make him a better teacher, and whether such an advance is worthy of the highest endeavor?

I do not believe that any student can get the best for himself out of the work here or elsewhere, unless he is thoroughly persuaded in his heart of hearts that it is possible for him by training to become a better teacher than he now is, and that in thus increasing his power he is engaged in the highest and holiest of duties to himself and to his country. Faith in this great fundamental principle is an absolute condition and pre-requisite of any regenerating influence for the teacher. Unless I have such faith or am willing to receive it, no Normal School can bring me any message. Without it I have nothing in myself to respond to any appeal to better things, and, what is infinitely worse, I have nothing within myself to inspire to that self-activity without which there can be no real progress.

Editorial Notes and Comments.

We prize it as a privilege to send once more the greetings of the New Year to our readers. An enterprising publisher of Christmas cards has issued one with a chestnut for its centre piece, an original way, in his estimation no doubt, of getting some people to think that the usual congratulations of the beginning of the year are more or less a mere matter of form. Be this as it may with some, we are always glad of having an opportunity of expressing our sympathy with those who are actively engaged, in school or out of school, in advancing the educational interests of our province. The teacher is not, as a general thing, worried with the congratulations of a true sympathy. The early months of his work in a new field of labour may bring him the sympathy of counsel from those who are anxious for reform in some particular or other; but this dies away gradually when it becomes known that the teacher knows enough to go his own way with success, without pandering to the prejudices of those who would have school-work remodelled once a week to suit their own cases.