

teacher makes it. While educationists do not carry this principle to the extent of scorning such material advantages as comfortable school-houses and furniture, pleasing and even artistic surroundings, they have long known and said, As the teacher, so is the school. Reforms come slowly.

Fructifying ideas have their periods of germination, and of growth. Institutions under democratic governments, educational committees and administrative bodies have to wait for the movement of the people. In this Province we see the results of the growth of the professional idea. As you are aware, the Protestant Committee has brought into effect, with the support especially of the country districts, regulations by which it will be necessary for every candidate for a diploma to spend at least four months in this institution, undergoing a practical training in the art of teaching, and learning the principles and methods that have their basis in a sound psychology and their justification in the successful test of the class-room. The step taken by the Protestant Committee is one of the most important ever taken in the history of education in this Province, and the satisfactory working out of the new scheme will be welcomed by all friends of education.

It may be that in the adjustment of local peculiarities to the new condition of things, unforeseen difficulties will arise, but they should be neither serious nor discouraging.

The good results are sure to make the disadvantages, if any there be, relatively small. In time past it was necessary to argue in favour of normal school training, but that time has gone by forever. The judgment and the experience of all living nations have declared in unmistakable tones for the trained teacher, and wherever ample provision is not made for normal school training there is a movement in that direction going forward as rapidly as circumstances will permit. In a recent number of the *Educational Journal*, of London, England, is an article, too long to reproduce here, which gives an excellent summary of the regulations of the Protestant Committee for the training of teachers, and an appreciative reference to the recent establishment of a Catholic Central Board of Examiners and to the institution of a system of "*Conférences Pédagogiques*" for the Catholic teachers of this Province. It says also that the Roman Catholics have in contemplation an extension of their normal school work, and remarks that in conservative