

I say, let us enable them to increase the power of light, of truth, of goodness, of justice, of patience, till the goodness increase in progression so rapid that, at no distant date, it overcame the mass of ignorance, of darkness, of despair, superstition and crime, and drive it from the world God saw to be good, and thus fulfil the prophesy—

“God shall overcome evil.”

Editorial Notes and Comments.

The inexperienced teacher, however anxious he may be to take advice from others, must often be at his wits end to know which of all his many advisers has really the right of it. The public has many servants to rail at, but to none of these are the lieges more inclined to give advice than to the teacher of the village school. But even if the constituency which the teacher may happen to serve for the time being, were willing to place their school in his hands with no intention on their part to intermeddle with his plans for its progress, it would be none the less impossible for him to be in accord with the many *doctrinaires* who in labouring for his welfare, are ever advising him to do this and warning him not to do that. For example, he cannot close his ears to the din which some people are ever making about school examinations and their pernicious effect. At one time he is told that comparison of ideas promotes permanency of thought, and at another he is told in all solemnity that mnemonic helps are of no value in improving the memory. The object lesson is on some occasion spoken of in his presence in the highest terms, and probably not long after he hears it burlesqued in such a way as to lead him to laugh at such methods of imparting instruction, and to convince him that there is nothing but professional cant in the expression “from the known to the unknown.” He has been told on some other occasion that the eye is one of the most important of the five gate-ways of knowledge, and before long, his attention is directed to an article in which teaching by the diagram is denounced as worse than useless. One educationist tells him that his duty in school is to teach what the pupil may turn to practical account in after life, while a deeper philosopher