

weighing flour or in kneading it into dough, or in some other honorable but unspeakably unintellectual pursuit; but once let him loose as a successful aspirant to the higher latitudes of the school board, and you have at once of a certainty the very demon of compound ignorance on the rampage. As he proceeds within and without the precincts of the board-room to utter his jeremiads over the insufficiency of this method and the inefficiency of that teacher, as he pours forth his complaints in the hearing of his colleagues, or even of some unfortunate principal or head-master who has spent his whole life time in contrasting the true pedagogic with the false,—as he utters, with a strong leaning to exaggeration, his paltry experiences of the teaching and teachers of his earlier days, firing them off as contradistinctions and contradictions to the present way of doing things, his obtuseness becomes all the more obtuse, his ignorance all the more of an ignorance that flouts the laws of logic and good sense as a heinous offence against the majesty of the invisible darkness of his own puffed-up soul. One is always wondering how, like a very fly in amber, he came to be a school commissioner, and how he comes to be continued as one. The man's ignorance is a public nuisance, and, being such, why should the public not demand the removal of its cause? Are the public satisfied that he should remain a school commissioner to worry the best 'ntil it becomes the worst? Do the public really elect him? Ah! there is the main question, and when the constitution of some of our school boards is investigated, as well as the manner of their elections, we will not marvel at the presence of ignorance out of a flour-barrel, or even out of an ash-heap, finding its way within their higher latitudes. The Quebec Legislature still refuses to enact that a

school commissioner must be able to read and write; and how can we expect any Province to enact that the man who knows everything simply because he knows nothing, the man who is so ignorant that he does not know that he is ignorant, should be discouraged by every means possible from taking office as a school commissioner or any other commissioner. And yet if the teacher could only get rid of the school commissioner what joy would there be in the land!

And what about the good men and true who give of their time and patience, without fee or reward, to the school affairs of the parish? That our school boards are comprised of such every teacher in the land is prepared to confess. These men are the stand-by of the teacher, though the teacher often wonders why these same good men and true put up with the idiosyncrasies of the man who, out of the satiety of his ignorance, brazens the best of them and makes his terms with all and sundry, from the chairman to the secretary, with an effrontery that would be amusing if it were not so dangerous to the school interests of the district. To the average school trustee, who has the interest of our schools at heart, all honor is due. He is a factor in the well-being of town, village or parish, and deserves the best word in the gift of his fellow-citizens. With what sympathy he enters into the discussion of the teacher's difficulties, without any pressing of advice or authority, and with what satisfaction do the teachers make him their confidant! With what truthfulness does he lay his suggestions for the good of the school before his colleagues! He is not very learned, but he knows it, and bows to the advice of those who have made education a life investigation. He will sometimes speak of the past, but only to make the progress of the present appear all the more of