

qualities most needed by our school boards were knowledge of men and of the world, prudence, moderation, patience, resoluteness, and business talent. But now when it is generally accepted and its organization complete, other requisites are necessary. There ought to be members on the board who understand educational questions, who will be able to estimate the value of a teacher's work and to distinguish the true teacher from the quack—men of culture and intelligence who alone can comprehend that the highest results in education are unattainable except by the man of scholarship and culture. Some years ago we numbered among our acquaintances a gentleman who was chairman of the school board of an important city in our dominion. He regarded its educational facilities as perfect, and in common with others besides his fellow citizens conscientiously believed that they had achieved the greatest educational success in the land. A friend of ours, a native of that city, who, after leaving it, had studied in Europe and the United States and who was well able to judge, on returning to it after an absence of some years, wrote that its educational buildings were superb, their furniture and appliances excellent, the organization admirable, and the teachers the best that could be obtained in the province—there was only one thing wanting, and that was *education*. The school board of this city felt satisfied with their work and rightly so. They had done all that they were competent to do and they had done it splendidly. What still remained unaccomplished was the most difficult task of all.

This city is, doubtless, not singular as an illustration, many of our readers may know of parallel cases. But after all how is the remedy to be found? Why not avail ourselves to a greater extent than heretofore of the assistance of professional men? Doctors, lawyers, clergymen and others could be found who would be both able and willing to assist in this great work. By education, training and habit, they ought to be qualified, and every member of the community should be disposed to render whatever service he can to advance the welfare of the town in which he resides. Nor is it fair that professional men should adopt a critical attitude towards our schools and those who manage them, and do nothing to remove the evils of which they complain. They ought to be prepared to take their share of public duty and ought to consider it an honor and a privilege to be permitted to take part in a work of such vital importance. And such an admixture of the professional element with the mercantile world, we are confident, be productive of much good. From their position and antecedents, we would be justified in expecting their advocacy of

of. *Teaching* has in many places been supplanted by the *hearing of lessons*, and the introduction of a weekly page or two from a hand-book enables pupils to say that they study some branch of science or literature. The real has, in such cases, been displaced by pretence, and drill and organization, which are means not ends, are regarded as the staple of display on show days. This may be interesting to parents whose children acquit themselves with credit on such occasions, and it may receive the commendation of such persons as see only what is placed under their eyes but are blind to everything else and are incapable of thought, but it is not in this way that young people are prepared for the duties of life. School should be made as agreeable as possible, but, while physical exercises ought not to be neglected, means must be adopted to present lessons and regular class work in general in such a manner as to conciliate the sympathy of the pupil and promote his moral and intellectual advancement.

The remedy rests with school boards and teachers. School boards for the most part consist of men engaged in business. They are selected as representatives of the community, and are supposed to know what is best adapted, in education, to meet the wants of their fellow citizens. As practical men, experienced and successful, they are asked to undertake the direction of those instrumentalities that have for their purpose the training of the intellect, conscience, and physical powers, and we know of few public positions that involve in their duties greater responsibility or require more tact and judgment for their efficient discharge. In the early years of our public school system, when asperities had to be smoothed, bitter opposition overcome, and buildings erected, the a sound education as distinguished from what is hollow and pretentious, and in judging that they would be less likely to be caught by what is showy and sensational than those who are unaccustomed to read and think on these subjects. And may we not also trust that their influence would be exerted in opposition to the exercise of that false and fatal economy that would, in the selection of a teacher, prefer cheapness to competency?

Should men of education and culture exhibit greater willingness than heretofore to serve in the capacity of school trustees, and should the people manifest a stronger desire to select such men for that important trust, we do not doubt that their influence would soon tell upon the community by the creation of a more rational sentiment in educational affairs, and upon the schools by the communication of such an impulse as shall elevate their moral and intellectual tone.