

tion to the amount of property owned by him.

The advantages of this system are many and evident. We shall proceed to give them in their order as follows:—

1. As each town forms a school section, and each parent would be permitted to send his children to the school which best accommodated them, all the expense, trouble and ill-feeling, consequent upon the frequent changes in the boundaries of sections would be entirely avoided.

2. School-houses would be built when and where they were needed. Many sections are now compelled to suffer year after year all the inconvenience and loss occasioned by the use of a small, badly constructed, ill-managed house, because of difficulties concerning the site, or the indisposition of the voter to furnish the means to erect a new building. Under the township system these difficulties would be avoided, as the board composed of delegates from all parts of the town would not be likely to be influenced by local disputes in reference to the site for a house, but would locate it at such a point as would best accommodate those for whom it was selected; and as the funds for building the house would be drawn from the whole town, the tax upon each individual would be so small as not to be in the least burden some, and there would be no necessity for delay.

3. Schools can be classified more easily under the township than under the separate section system. The sections as now organized, as a general rule, are too feeble in numbers and wealth to maintain more than one department, and the law permitting sections to unite for Grammar School purposes has practically been inoperative, very few sections having taken action in accordance with its provisions. The summer schools in the country especially are Primary Schools in most respects, while the winter schools embrace all grades of pupils from the Primary to the Grammar and even

the High School. This condition of things necessitates the employment of better educated, more experienced teachers during the winter term, at a cost for their services of about double the amount paid for the same length of time in the summer, while there is not, on an average, more than a dozen children in each section whose capacity, advancement or range of studies, demands a better or more costly teacher than the one employed during the summer; and thus the education of the few costs the section the difference between the wages paid in summer and winter amounting, for a four months school, to from thirty to fifty dollars. Now, if there were, within reach of the class of larger pupils in three or four sections, a school of a higher grade to which they could all have access, the winter school in their respective sections could be continued as a Primary or Intermediate School under the charge of the same teacher employed in the summer, and one higher grade teacher would suffice for several sections. By this arrangement all the pupils in a town would be divided into two grades, at a cost of tuition not greater than that now incurred; and the total additional expense would be measured by the cost of erecting a sufficient number of buildings to accommodate the higher grade of pupils. In many instances, by a proper arrangement of the term of school, the houses already erected would serve for both grades of pupils. In some sections, in which the house is so situated as to be easy of access to the larger pupils in several surrounding sections, let there be a term of school commencing as soon as the ground is settled and the weather is pleasant in the spring and continuing to the 1st of July; and a fall term commencing about the middle of November, thus affording the primary pupils six months or more of uninterrupted school during the most pleasant season of the year, which would be far more beneficial to them intellectually and physically