

meetings and elections will, in a great measure, be avoided.

"3. *Diminish aggregate expense*—It will diminish the aggregate expense of our schools, and establish a uniform rate of taxation. It is a fact recognized by the best educators both in Europe and America, that the number of pupils which can be taught to the best advantage by the unclassified schools of the rural section by one teacher is about forty. Another deleterious effect of this independent school section system lies in the opposite direction; for when the number of pupils under one teacher exceeds fifty or sixty, the teacher cannot do justice to his school, and when it reaches seventy or eighty, proper instruction is entirely out of the question. If a change were made from the old system to the new, the school board could from time to time unite small schools and divide large ones, so as to adapt them to the wants of the people, and then adapt the teachers to both; very much after the manner in which the system is administered in our larger towns.

"4. *Uniform taxation*—Taxation for school purposes would become more uniform, inasmuch as under the present system the people in the smaller and weaker sections pay three or four times as much as their neighbors in the larger and more wealthy sections and often get much less of it, both in quantity and quality, as they are never able to employ the best teachers. In the township system, the tax is levied equally upon all parts of the township, and as the object to be attained, which alone justifies such taxation, is the education of all the children without distinction, nothing less than an equal provision for all should satisfy the conscience of the people.

5. *Graded or classified schools*—It will provide for the establishment of a system of graded schools. This is the highest development of the free public schools ever yet attained by the best educators in any country. It is the perfection of school economy. The greatest superiority of city schools over those in the rural sections is explained in the fact of the complete graduation and classification of the former. The only feasible method yet devised for grading and classifying country schools is provided in the township system. And it will do for the country schools what it has already done for the city schools, in bringing order out of

confusion, light out of darkness, and success out of failure.

"6. *Convenience of school location*—Townships containing a given number of inhabitants, or a certain amount of taxable property, or both, could have their primary and intermediate schools fixed in different parts of the township, so as to be of easy access to the smallest pupils. Then with a superior or high school at the centre, free to all between twelve and twenty-one years of age, kept open at least ten months in each year, the system would be complete. With such graded schools in each township, the superior education necessarily resulting therefrom, the increased interest in the the schools, and the great economy of time and means employed in their management, would soon bring them into universal favor.

"7. *Efficient supervision*—It will secure a more efficient system of school supervision. Under the present system, the time of the County Inspector is largely occupied in organizing schools, classifying pupils, changing union section boundary lines, cutting off here and adding there, in the vain hope of finding some golden mean of fixity. Under the system the County Inspector would be relieved from most of this unprofitable work and would be able to spend his time more exclusively among the schools, looking after and fostering their best interests, and prompting teachers and members of the school boards to the full performance of their manifold duties. With the increased responsibilities the school board becomes a supervisory committee, vigilant and active, ever watching with zealous care the sacred trust confided to them in securing for every child in the section the best education possible.

Briefly to summarize the advantages of the township system we quote the following from the *Maine Journal of Education*:

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and adapted to the wants of each individual.

2. It would dispense with a large number of school officers.

3. It would establish a uniform rate of taxation.

4. It would furnish more uniform and equal advantages and privileges to every citizen.