

possesses a small, badly arranged house, while an adjoining section with few scholars, has a large and convenient one; yet the children of the populous district cannot attend the school in the other one without the payment of a tuition fee, or a change in the boundaries of their section, involving time, expense, and often an appeal to the Chief Superintendent. Under the Township System this would all be changed as it would be for the interest of every person to have the number of pupils in each school proportioned to the size of the house, and its power to accommodate them.

There would also be an equality of privileges in the different sections as the schools being supported by a general tax, justice would require that they be maintained an equal length of time throughout the town, and we should not see as we now do, so great a disparity in school privileges in adjoining sections.

Free schools are founded upon the principle that it is the duty of the State to see that the children within its limits are educated. To this end a generous public fund is provided, and the people are yearly taxed to support the system; yet the kind and amount of instruction given to the children of different sections depend entirely upon influences which the law does not seek to guide or control. Now common sense and justice demand that wherever children enough to organize a school are found, one should be established with all the means and appliances necessary to secure the result desired, the proper education of the children attending it.

7. Employment of Teachers. It being the special duty of the Secretary of the town board to visit the schools, become acquainted with their condition and wants, the capacity, tact, and success of the different teachers, he would be better qualified to select the person suited to each school than nine-tenths of the present Trustees under the system now prevailing possibly can be;

thus better teachers would be employed—that is, teachers better adapted to their positions, and they would not be changed each term, as they now frequently are, but would remain in one school so long as they were successful in their work.

Incompetent and unsuccessful teachers would be sifted out, the standard of attainments of all those employed would be gradually and surely raised, and the consequent progress of the schools would be certain and uninterrupted.

The new system of examination has done much to elevate the standard of attainment, and weed out unsuccessful teachers, but inasmuch as an examination in regard to scholarship, is not always a true test of the qualifications of an applicant, and as it is not possible for the County Superintendent to give that personal attention to each school necessary to enable him to judge correctly in regard to the skill and faithfulness of the teacher, many persons are still employed who have no real fitness for their position and who are retained through favoritism or indifference on the part of those by whom they are engaged. Such persons would be quietly dropped from the list of teachers, and would engage in other pursuits, or by the use of proper means become fitted for the responsible positions of instructors of youth.

I have thus presented some of the main points in which it is believed that the Township System is superior to the present District System, and it only remains to notice some of the objections urged to it by those who object to change, or who are satisfied with the system as it is.

The first objection is to the raising of taxes for the support of schools by the town at large. Looking at the matter from a personal stand point, many think a general tax would be unjust to different localities for the reason that the children of school age are not proportioned to the valuation of property, and thus a wealthy section, with few