

Petty factions arise and are kept up, which become so violent, that whatever may be done by the one, is sure to displease the other.

Teachers and their arts are lauded beyond their deserts by the one, while they are as readily and as blindly condemned by the other. Misrepresentations are indulged in and encouraged, met by over zealous recriminations, and a general "muss," about nothing, is the result, in which the teacher often becomes more or less involved. It is needless to particularize. Those interested know just how it is. If such a state of things is suffered to continue, a permanent want of harmony ensues which is incompatible with the perfect success of schools. And not only does the section suffer the consequent temporary injury, but a loss of credit which must permanently affect its interests both pecuniary and educational.

Is there no remedy for this? If there is, it must be in the possession of the inhabitants of the district themselves, and to such the following desultory hints are addressed:

With a view to the removal of this evil it will be necessary to ascertain its causes in each particular instance. Perhaps it may be the result of outside interference, official or otherwise. For example, there is sometimes an unwarrantable exercise of the arbitrary power vested (perhaps unwisely) in the Superintendent for the purpose of attaining some personal end, or gratifying some personal pique, against a certain section or an individual thereof. To meet such a case, requires the united action of all the well-disposed in the Section, and a commendable "pride in the interest of the section will effect much in this direction. The section must be allowed to manage its own affairs in its own way," subject to such higher law, as it is incumbent on all sections to submit to. This kind of "popular sovereignty" if it should fail to prevent all impertinent interference from without will, at least, make it less

fearful, and afford *one* bond of union promotive of harmony within.

If the evil originates in the section, whatever may be the especial cause, no effort should be spared on the part of those interested to effect its removal. If the interests of particular individuals have been wantonly disregarded, or warred against in the past acts of the sections, in employing or refusing to employ certain teachers, in arranging the school terms, or in any other respect, a change of policy must be made; for in a matter of such vital importance, it is not worth while to insist on minor points, if thereby serious offence be given to any, or the efficiency or usefulness of the school be in the least degree impaired. The *Public School* is not for one, but for all. Except in rare cases, a spirit of prudent concession on the part of those having control of the matter will go far toward conciliating the remainder, and without any sacrifice of principle or utility either. Very much may be effected if there is an honest desire to promote the best interests of the whole district and such desire is properly made apparent.

But it occasionally happens that the whole trouble arises from the *natural* and *unprovoked* perverseness of one or more in the section who, if they cannot have their own way in everything that is done, are determined to throw obstacles in the way of measures instituted or proposed by others, whether right or wrong. Their wants, too, are exceedingly capricious so that whatever course may be taken by the section, they are never willing to be suited. Though it may be impossible to remove this difficulty entirely, in some cases, a determined, yet moderate course will tend to diminish, if not counteract successfully its most obvious ill effects.

The first duty is to cultivate and sustain a lively interest in the subject of *Public Schools* in general, and your own in particular. Let all your communications on the subject, especially with the apathetic and faint-heart-