

be very briefly spoken of. In our system the pupil passes into the high school at the age of fourteen, in theory; at fifteen of thereabouts as a matter of fact. Is there not a waste of time here? Should not the average boy or girl be ready for secondary studies before the age of fourteen or sixteen? Should not a boy who proposes to do something in languages be studying languages by the time he gets into his teens, at any rate? It should not be difficult to arrange matters so that any boy or girl of thirteen who wished to do so could devote a few hours per week to the study of Latin. In short, make Latin and one modern language optional in the two highest grades of the elementary school. A preparatory form or grade intermediate between the high school and grade six might be established by which a forward pupil could gain a year's time. One can hardly look over the programme of studies for grade eight without the feeling that there is a good deal of matter there that might be either greatly condensed or else omitted altogether.

MUNICIPAL SCHOOL BOARDS ADVOCATED.

Most of those who have had anything to do with the administration of rural schools will agree that the system of small trustee boards of three members exercising control over a single small school district is an entirely inconvenient one. The advantages which should attend the establishment of municipal school boards are numerous and important. A seat on such a board would be greatly desired by those vitally interested in education and competent at the same time to perform the required duties. Greater interest in education would be stimulated and greater care exercised in the selection of teachers. Waste could be avoided in regard to certain expenditures for the up-keep of the schools, and greater intelligence would be exercised in the purchase of school apparatus. Perhaps most important of all, a municipal school board would be in an immensely better position to select suitable teachers for the schools than the individual school boards could possibly be under the present haphazard hit or miss system. The present small board can hardly be said to select. They merely elect their teachers from among the few that are available. Such a board could readily confer with the local inspector and so concert measures for the improvement of the schools. The conveyance of the children to schools at public expense is a problem with which a municipal school board would be competent to deal, and the same may be said of the related problem of consolidation of school districts and the establishment of central schools.

A majority of such a board would probably be elected by popular vote. Of a total board of five members one might be appointed by the municipal council and the other by the reeve. In any case some arrangement could be arrived at by which the best men in sight could be secured for this service. The present system does not economize administrative talent. Some initial difficulty may be experienced in breaking away from it, owing to the mere fact that it is and has been the established order. The prejudice in favor of local control will be hard to overcome in spite of the fact that such control makes for inefficiency and waste.

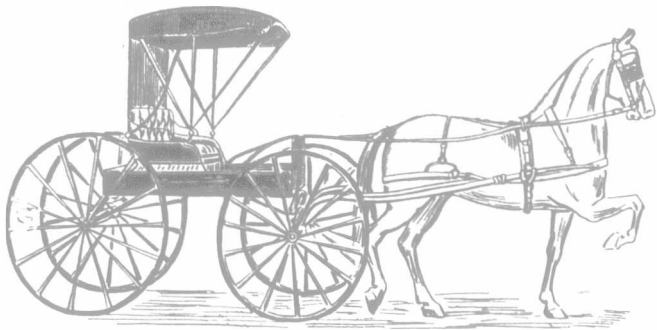
DISTRIBUTION OF PUBLIC GRANTS.

A change might be made in the method of distributing the public grants to elementary schools, which should have the effect of raising the standard of efficiency in a very marked degree. As long as the grade of scholarship and of training of the teacher employed in a particular school does not affect the earning of the legislative grant, so long will the average rural school district continue to employ the apprentice teacher with the lowest grade of certificate willing to give his, or more frequently her, services at the cheapest rate. The effect of this is to hand over rural elementary education to the least efficient class of teacher. An elementary school employing a second-class teacher should receive a larger grant, and one employing a first-class teacher should receive a still larger grant than one employing a third-class teacher or a person with a permit. To those who are intimate with the actual workings of the schools and the continual

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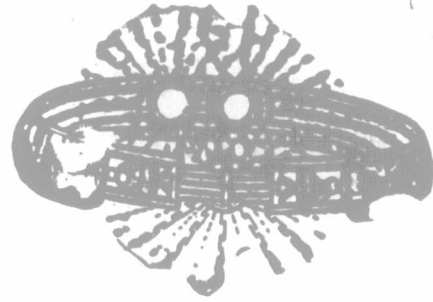
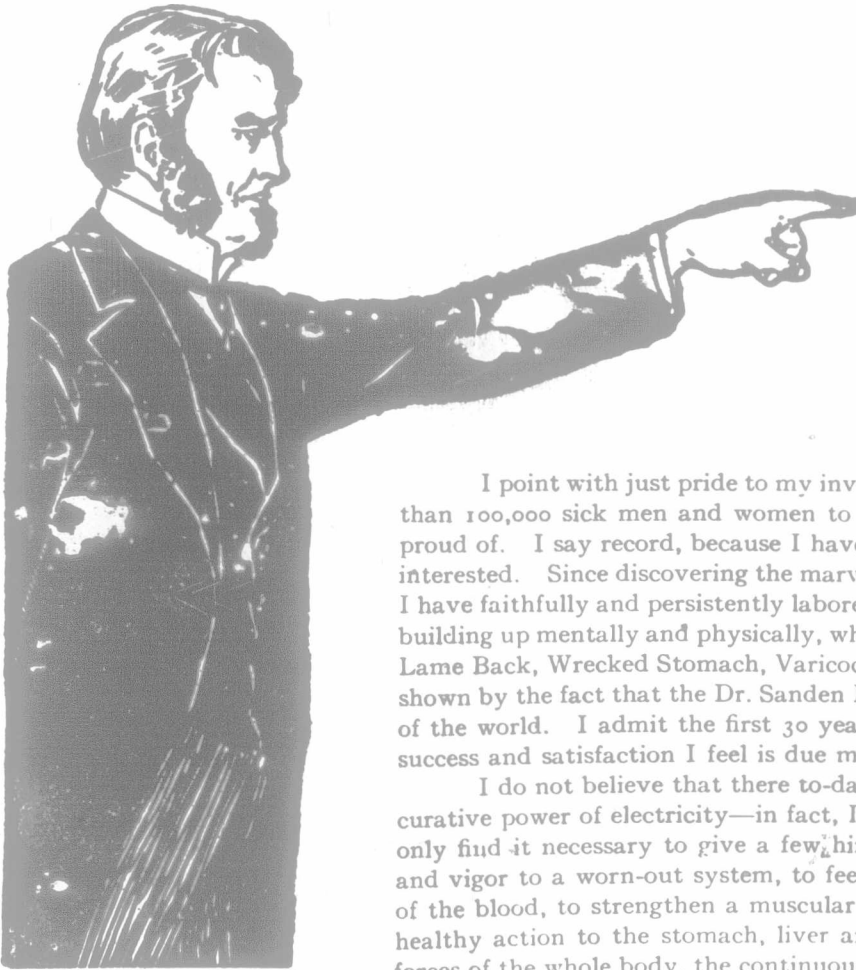
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