

voted friends of education, to assist him in bearing the heavy responsibility which he has assumed.

It is the Pioneer who encounters the greatest obstacles, who has to make the rough places smooth, who is called upon to explain misapprehensions, to conciliate prejudices, to correct misinterpretations and remove those doubts and hesitations which even among clear thinking men always throw a shadow over and rear a barrier before every new enterprise.

We cannot and ought not to conceal from ourselves the fact, that a system of Free Public Instruction, which aims at nothing short of Universal Education, which designs to give the child of the poorest and humblest family every opportunity for elementary education; a system which, if the child prove worthy, will carry him forward through the High School and the College to the professional Schools of the University, is not unanimously advocated by our fellow-citizens. Some complain because they are taxed, and oppose Schools, saying "that no child is entitled to any better education than his parents can pay for." Others claim to be friends of Public Instruction but disapprove certain features of the Law and upon that base an opposition to Free Schools, instead of proving their sincerity by striving to correct the real or imagined defects. A few persistently oppose all Schools for the poor, asserting that the laboring man is most contented when ignorant, and as laboring men will always be needed, it is best that nothing be done which will cause them to be dissatisfied with their condition. By such specious arguments, universal education is opposed, and prejudices are awakened against every system which provides for the diffusion of knowledge among the masses. We have to contend against this opposition. We also have to meet that distrust which always attaches to new expedients, new laws, especially those Laws which work radical, social and moral changes. Let the contest be pursued with calmness. Seek by lucid explanations of the law and of its many beneficent provisions to gain for it friends. Convince the tax payers that it is better to use money for Schools than for Alms Houses and Penitentiaries. That the teacher is cheaper than the Judge. The School House costs less than the Court House. Thus disarm opposition and at the same time secure the hearty, earnest support of the thousands who know the value of knowledge and claim its benefits for the children who are to be our future voters, perhaps legislative and executive officers.

Many object to the School Law because so little has been accomplished under the old systems. Disappointed in the past and now impatient to reach results, they are disinclined to give this a fair trial, to wait till its growth proves its worth. They expect a sudden and radical change by which school houses will be transformed, teachers qualified, child-