SECTIONS WITHOUT SCHOOLS.

Many sections profess to be too poor to vote enough money to open a school, in which the unnecessary expenditure on tobacco and whiskey for a year would of itself be a good supplement. And sometimes even good people join in the chorus and ask "why cannot the government do something more to open school."

These people have never looked into matters, and do not understand that the legislature has made most liberal provisions for aiding poor sections. They are authorized to draw a higher rate of provincial and municipal funds than the other schools; but in return many do just so much less than they ought to do. Many will fight day and night against the union of poor small sections which should never have been formed. There are noble exceptions, of course.

The educational authorities require the aid of all intelligent classes and especially of that most powerful of modern influences, the public press, in these cases. The selfish savage who tries to vote down a school to save a few cents of taxation which he sometimes spends in a single "time," or because he wishes to antagonise another neighbor; who opposes the strengthening of sections with the energy of some village Hampden—with an idea that he is defending his rights to do as he pleases,—takes additional fire from any word which can be twisted to aid him. The misplaced sympathy of a partially informed minister, or stranger, or politician, encourages him in his unwise course. That is why we ask the aid of the press and our intelligent classes.

The law now allows District School Commissioners to unite or otherwise consolidate or obliterate, *nolens volens*, school corporations which exist for the purpose of doing nothing. Before acting thus, however, District Commissioners should give due notice of the changes proposed, so that the parties affected may have an opportunity to present their views. The District Commissioners, then, should act according to their own judgment of what is in the interests of public education.

HOLIDAYS.

The reasons for the change made in the regulations affecting the mid-summer vacation and holidays in general may be partly made clear by the following extract from the last Education Report:

ACCIDENTAL DISCRIMINATION.

Regulation 123 allows to County Academy sections, and those having at least four departments, one week more vacation than to rural schools, and the city of Halifax two weeks more, without loss of public funds. This was not so unfair when the regulation was originally passed, for each teacher was then paid a fixed sum. When the Provincial Aid was limited, and ordered to be divided among the teachers according to the number of days taught, the conditions were changed. When the 150 high class teachers of the City of Halifax are taking their extra two weeks vacation, the rural teachers are keeping school. But the Halifax School Board is paid as if the schools were open, out of the funds which are directed to be paid to those teaching. The city is substantially paid for two weeks of holidays, the equivalent of four or five weeks' grant of the average rural teacher, out of the funds which should be divided among those teaching in the country sections. As the City of Halifax, on account of its wealth, can afford to engage teachers who draw the largest grants out of this fund, and do not, as all other towns, balance this advantage by contributing to the municipal fund, the regulation is doubly inequitable,—one degree more so than in the case of the town sections. In order, therefore, to carry out the spirit of the Act, to distribute the Provincial Aid according to the days taught by each teacher, I recommend that six or seven weeks' vacation and no more, be allowed all school sections without discrimination, allowing sections desiring more holidays to take them freely, but at their own expense, instead of the expense of the rural teachers. This inequality is one element causing the lowering of the grants to teachers, and its removal will raise the grants payable to each teacher for each day actually taught.