

there is actually a decrease in the fourth year pupils. The parents do not appreciate the importance of sending their children to school on account of the little progress made by them. It is useless, they say, and the pupils are put to work. In every province in the Dominion state aid instead of improving the teacher's position, has gone toward lessening the local effort put forward by the ratepayer.

This is true elsewhere to that extent that public opinion has been aroused upon the question, until, in New York city, a minimum salary of \$600 is, by law, to be given each teacher, with a progressive increase to \$1,650, based upon merit and length of service. In Massachusetts certain additional public moneys have been given the schools, conditional upon a corresponding effort on the part of school sections, and chiefly in the direction of increased salaries for the teachers.

The argument that teachers' salaries should depend on the law of "supply and demand" is most fallacious. The law of supply and demand does not apply to skilled labor, and only to a limited degree to unskilled. No sensible man discharges his doctor, lawyer, clergyman or clerk because, perchance, he may find others who will work cheaper, nor do school boards in cities and towns put up their teachers' positions to competition. It is in the rural districts that the evil exists and the state is responsible in two ways: First, that it permits young and partially trained teachers to enter the field against those of broader training and riper experience; secondly, it gives large grants of public money without calling upon the ratepayer to make any corresponding effort.

Action By School Board.

Principal McLeod has been notified by the school board that his services will not be required after the present year. We have not consulted Mr. McLeod, but this is the first time the principal has received such a notification. We do not know what has led the members of the board to take this action, but the opinion seems universal that it is on account of the manful and consistent stand which Mr. McLeod has taken in his efforts to rid his own town from the evils of intemperance. No hint has ever been made of Mr. McLeod's incompetency to fill his present position. The present condition of our school and academy, compared with what it was years ago, indicates what Mr. McLeod has done for our town and county, and we believe that the citizens will not allow him to be summarily dismissed without some reason being expressed for so doing.

As for Mr. McLeod, he need not fear a dismissal. His record here as a citizen and as principal of the school is such that any town would be proud of his services.—*Kentville Advertiser*.

Mr. McLeod has been head master of the Kentville Academy since May, 1884. At that time it scarcely deserved to be called an academy, as there were only

ten pupils attempting to do high school work. But Mr. McLeod was an adept at his work—at home in the schoolroom, thoroughly in earnest, and possessed of untiring energy. The pupils of the town became interested in their studies and their success soon attracted others from surrounding sections until now there are 126 high school pupils on the roll,—68 of whom are from outside the town. This will be considered all the more remarkable when it is known that Berwick, Hantsport and Wolfville, only a few miles distant, all have excellent high schools which are competing against Kentville for the high school pupils of the county.

With the characteristic perseverance and energy that made the academy a success, Mr. McLeod performed his duties to church and state, always working for the social and moral upbuilding of the community. It might be expected from what we have stated that such a principal would receive the heartiest approval of the School Board. But on the contrary it seems that he has been dismissed without any cause being assigned. They are many circumstances which make the dismissal one of peculiar hardship.

In equity, teachers who have faithfully and efficiently performed their duties should be considered as holding their positions by right. The teacher should be looked upon as a member of the civil service, secure in the tenure of his office during good conduct. This has long been the case in Germany, and we might almost say in Britain and the towns of the United States.

TALKS WITH TEACHERS.

Empire Day is in no sense to be regarded as a holiday, but it is intended as an occasion on which special emphasis may be laid upon a sentiment which has already taken root and is rapidly spreading throughout Great Britain and her colonies. I refer to the Imperial idea, which has for its object the closer union of all parts of the empire. Its advocates number thousands, and embrace many of the most prominent men and women in all walks of life in the mother country and colonies. Societies for the purpose of adding strength and purpose to Imperialism are to be found in all lands under the Union Jack. The Queen's Diamond Jubilee brought together representatives from dependencies in all parts of the world, and added a further impetus to the movement.

It is within the memory of all that Canada, Australia and the Cape have volunteered to send assistance to the mother land in troublous times. Australia and the Cape have already voted warships to add to the strength of the navy, and Canada has given a preference in her tariff to the manufacturers of Great Britain. There