

of instruction, which are generally felt, not to be the very best for advancing the scholars in such a way as to make learning a delight; and we are by no means destitute of youthful Teachers, whose youth has been no barrier whatever to their success, where it might have been feared that it would; whose hold on their scholars in the very best way, has not been inferior to that of others greatly their Seniors. And, on the other hand, we have known some Teachers, whose lengthened experience has been valuable indeed; whose weight of character has been recognized and felt, and who have not been content to stand still, but have kept themselves abreast of the times, and maintained as it were, a sort of perennial freshness. Still, those who have not youth on their side, feel as if they were crowded out; and one reason may be, that the young can afford to teach for less; they have probably no intention of continuing Teachers all their days; and a very moderate salary indeed, what in other circumstances we might call a very *mean* one, satisfies them. Still, this is not best for the schools; it has the tendency of making local authorities desirous of getting teaching really below its value, and of injuring those who have borne the burden and heat of the day in the work. No one can be known who is untried. I would not blame Trustees for giving but a moderate salary at first to a young Teacher whose teaching abilities are wholly undeveloped; but when they have been tested and found adequate, and satisfaction has been experienced in other respects, his salary ought not to remain as it was originally fixed, just because it is rather less burdensome, and because other young Teachers are coming on the field. I have generally observed, that where a Teacher has been thoroughly efficient, and given satisfaction in every possible way, there has been much greater freedom from other sources of *dissipation*. The rule, however, will certainly not hold good universally, and difficulties are probably inseparable from the system, such as are encountered now, till, as I have already said, and now repeat, a greater amount of honest independence is manifested, more liberality or catholicity of spirit, and a generally increased sense of moral obligation on the part of all who are concerned.

The foregoing observations are respectfully submitted to the Teachers, Trustees, and Ratepayers of the Schools under my superintendence, in fulfilment of the spirit, at least, of the obligation of the School Law, contained in the 5th clause of the 91st Section, and as a substitute, in most cases, for its literal fulfilment, which various and varying circumstances combine so frequently to render impracticable; and also, as a means of reaching some who may peruse remarks in such a shape, while they would not be found at an appointed meeting to listen to an address embodying precisely the same words.

A. DINGWALL FORDYCE,

*Local Superintendent of Schools N. R. Co. Wellington.*

FRAGUS, Ontario, August, 1867.