

to declare confidence, or want of confidence, in the headmaster. No good whatever could arise from such an appeal.

The Headmasters' Association discussed this question with much sympathy and great fairness at the January meeting, and came to the following resolutions :—

1. That this Association is of opinion that, in the interests of secondary schools, it is desirable that the appointment and dismissal of assistant-masters should remain entirely in the hands of the headmaster.

2. That this Association is opposed to any appeal in cases of the dismissal of assistant-masters.

Shall we conclude, then, that no appeal is needed under any circumstances? Even the headmasters admit that there may be special and exceptional circumstances in which an appeal or inquiry may be desirable. A new headmaster on joining a school might legally dismiss all the assistants simply because they were unknown to him, and in order to replace them by men of his own choosing. Indifferent or apathetic governors might have no inclination to interfere. It is true that, as a rule, popular opinion cannot be ignored, but even that is sometimes torpid as regards the rights of individuals. Such a case never has occurred, but it is possible; and, if it did occur, the dismissed masters should have the right of calling for an inquiry. Hence, when all sides are considered, there appears a residue of special cases in which injustice is possible and a right of appeal is desirable. A complete organization cannot ignore the exceptional cases. How are they to be provided for?

We have but to turn to the reasons why for so many years a scheme of registration for teachers in secondary schools has been asked for. They are (1) that teaching may be made to have the status of a profession, (2) that the profession shall manage its

own professional affairs through its own professional council, (3) that it shall purify itself by excluding incompetent and disreputable men, (4) that it shall protect and help its needy members, (5) that it shall labour to improve its own methods, and shall place at the disposal of the State its collective professional knowledge, and finally (6) that it shall render impossible the imposition of a rigid, uniform, and centralized State system which would destroy the elasticity and variety in education necessary to national prosperity. The Registration Council is evidently the right authority to hold inquiries in matters involving professional conduct, and, if there are to be appeals in such matters, it should hear them. Moreover, the regulations of the Council should set forth both the nature of the cases in which appeals may lie and the form of the report to be issued in each case after inquiry. This is the natural solution of some of the chief difficulties of the question.

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MY TEMPER.—As for myself, I had to strive patiently and earnestly for five years before being able perfectly to control my temper. Of course those who are not so unfortunate as to possess this natural defect, escape all the many perplexing difficulties and embarrassments attendant upon it. First of all, the teacher *must control his temper* at whatever cost. Each morning he should firmly resolve before starting to his day's work that, come what will, he will maintain his mental equilibrium. Let any teacher show to his pupils, even for a moment, that he is weak and lacking in the ability to control himself, and his hold upon the school is weakened in the same proportion, or sometimes, unfortunately for the teacher, in a multiple ratio.—*M. E. Headley.*