

this, not wishing to diverge into a vain protest against mammon worship, but because, as is the estimation of a schoolmaster, so will often be the average schoolmaster himself, the quality of an article in these cases often actually tending to sink to the value at which it is rated, whether the estimation is originally a fair or an unfair one.

The tendency of public feeling, then, as we have endeavoured to show, and we believe without exaggeration, is, however, much in favour of education, rather against the individual educator, tending to keep him down; and on him lies the onus of raising himself, and with himself, as far as possible, the estimate of his profession. Most of the sources of prejudice to which reference has been as yet made are, it must be owned, almost necessities of his position. His main payments, especially where teaching is connected with boarding, coming from private hands; his subjection to innumerable petty interferences and remonstrances, and the general consciousness that he is so subject; his amenability to private criticism rather than to large public judgment as to his efficiency; his general want of large means; the main business of his life concerned with children and boys, not with men, and strongly leading him to trace the same eternal and limited circle, often real, always imagined; the confining nature of his labours, generally keeping him in a great measure secluded from the world of men, and from a liberalising mixture with general society—and, on the other hand, if he does so mix, the ready inference that his duties are neglected; nay, his very efforts to give dignity to his position, and shake off some of what are deemed its humiliations, sometimes leading him too far in the other direction, and tending to what is by no means uncommon in many schoolmasters, a

blunt want of courtesy, and an unnecessary giving of offence, and an absolute unreasonableness, in order to shake off every semblance of servility;—all these, we say, are disadvantages against which it requires a very superior mind indeed, and a constant and consummate exercise of practical judgment, to buoy up his profession; indeed, they are difficulties and disadvantages which will probably permanently hinder it from ranking amongst the professions *par excellence*. We speak not so much here of young men who commence life as educators, and who are respected for the credit of another future which they often have in prospect, as of the doomed and devoted instructor for life, and who must, out of his profession, or in spite of it, get his respectability.

Most of the difficulties above mentioned are the “inseparable accidents” of the profession as exercised by most private, and even by some public, schoolmasters and tutors. There are others which we are obliged to state, or we should not be taking a thorough view of our subject. There is a kind of admitted claim that one who sets up as a teacher and guide should himself approach to something like perfection of character, though probably no one who presents this bill seriously expects to find it honoured to the full. Then there is a shrewd and very general suspicion that the profession is a makeshift, as truly it often is; indeed, to those who dislike it—and they are the majority—the occupation seems so eminently repugnant that they have the greatest difficulty in conceiving that any one can possibly have a sincere taste for it; they would scarcely credit such a passion as that professed by a clever French baronne to us, carrying conviction in the very terms of its expression: “J’avais dès mon enfance un goût dominant d’instruire et docu-menter quelqu’un.” If we honour,