

"The profession of teaching ought to be so high and so honorable that it would be sought without regard to money profit. "Till then we must expect to see the best talent go where it can earn more money, with a modicum of those higher wages besides.

"It is for us to do our utmost that the schools may not have a man or woman for teacher who is not worthy in every respect of the highest honor and esteem of the community."

In addition to the rewards mentioned above, I think he should have added one more as does the poet in the following :—

NOW AND AFTERWARD.

"Now the sowing and the weeping,
Working hard and waiting long ;
Afterward, the golden reaping,
Harvest home and grateful song.

Now, the long and toilsome duty
Stone by stone to carve and bring ;
Afterward, the perfect beauty,
Of the palace of the King.

Now, the spirit, conflict-riven,
Wounded heart and painful strife ;
Afterward, the triumph given
And the victor's crown of life.

Now, the training, hard and lowly,
Weary feet and aching brow ;
Afterward, the service holy,
And the Master's "Enter thou."

The plain rule is to do nothing in the dark, to be a party to nothing underhand or mysterious.—*Dicken's*.

Each good thought or action moves the dark world nearer to the sun.—*Whittier*.

THE RIGHT OF APPEAL.

IN nearly all sections of the teaching profession there has arisen lately a question of appeal against personal authority. This phenomenon is, without doubt, in harmony with the times. In these days we do not easily acquiesce in a state of things in which the irresponsible will or unchecked judgment of one man decides the fate of other men. This feeling is not always due to impatience of authority, or a general belief in the equity of levelling up. It may spring simply from a desire to perfect the machinery of education, so that individual error of judgment may be automatically remedied, as the working of inanimate machinery is corrected by safety-valves, automatic brakes, Austin's lubricators, and so on.

The methods of Richard Busby,

of Westminster, of Keate, of Eton, or of any other Plagosus Orbilius of the middle ages, are, to a great extent, anachronisms. Appeals were soon settled in their day. For instance, E. Bagshawe, the under-master of Westminster, asked the governors to give him the opportunity of proving that he was better qualified for the headship than Busby. The history of the school records that Bagshawe was dismissed for insolence, May, 1658. The offence and remedy are alike out of date.

On the other hand, when modern sentiments are applied to the management of schools and scholars, they require to be carefully qualified lest they should interfere with the necessary conditions of discipline and education. Schools exist for the sake, not of the masters, but of the scholars,