

of power leading boys to look forward with great pleasure to this opportunity of proving their possession of it. The whole work of the quarter is tested by similar examination in detail, but of a more imposing character; differing from the public tests only in the greater number and simplicity of the questions, a concession necessary to the principle of including all in its operation. By placing the questions before the class on a large scale, all trouble of copying and all expense of printing are avoided. A ready way of doing this consists in writing them in inch letters with a camel hair pencil on sheets of cartridge paper; they are then easily legible by a very numerous class.

I have adverted very lightly to the subject of discipline, but this has not been from any feeling of its minor importance. On the contrary, it will probably have been perceived that the systems I have suggested are to some extent incompatible with the semi-military drill of other methods. Compensation is provided by the daily publication of the "Conduct Register," the general effect of which is a desire to gain a place on it. Every boy whose conduct has been without reproach during the previous day, finds his name on the Register as having gained full marks. To avoid the labour and loss of time involved in writing such a list, a simple apparatus is used, consisting of a glazed frame filled with a number of moveable slips of wood, each having one side blank, the other bearing the name of a scholar. After the close of the day's work, the teachers meet and compare notes, the results being entered in the mark books. All the names having been previously turned upwards, those of scholars whose marks full short are turned over, so as to disappear from the Register for that day; the whole process for a school of seventy boys occupies not more than ten minutes.

On the whole, I have been, and am, content to see much honest and healthy freedom in things not unlawful, when I find its result to be some cheerful but real love of learning, some good will towards the teacher, and I trust some genuine reverence for the sacred ends to which all useful knowledge may every day be applied. I am fully aware that no brief sketch could pretend to carry out the title of this paper, but it has been my endeavour to direct attention to the consideration of the true value of many matters of detail the treatment of which involves important principles. We often hear it said that every teacher has his own views, and his own way of carrying them out: enough if all be guided by the common precepts of truth. Practice suggests many expedients for the avoidance of errors and the economy of time. Such contrivances always give pleasure to the young, and stimulate their interest in the work; as, for instance, when in Book-keeping a boy delights to open accounts with his schoolfellows, and send them into the Bankruptcy Court by ruinous acceptances; or when, in writing a copy, he finds that by beginning at the bottom, and gently covering his upward work with the blotting paper, he can avoid the common misfortune of copying his own mistakes instead of the model.

I remember my librarian being much troubled by the difficulty of sorting the exercise-books used for different studies, till we hit upon the simple plan of using small labels, the different positions of which served as an index to the subjects.

Having been indulged thus far in my attempt to draw some profitable hints from little things, I have only to add that my purpose will have been served if they be counted deserving of discussion, and if any one of us thence receive a new light upon a portion of the morrow's duties. To us nothing is insignificant that the children bring us; each of us worthily to fill his place must feel that in our work of development we constantly need to compare great

with little things; each day's experience brings home to us with increasing force the trite old maxim, that trifles make the sum of human weal or woe; and it is no discredit to one of the noblest utterances of ancient eloquence, to apply, even to such small affairs as these, the argument, "I am a man, I count nothing human alien from me."

"The Brotherhood of Teachers.*"

The Brotherhood of Teachers! What an immensity of meaning these words convey! How much of Christian charity and sympathy, of united friendship and mutual forbearance, is suggested by this expression! But how few of us have fully realised its import. How many teachers there are who yet stand aloof from all efforts at union, and view with apathy the struggle in which the more earnest men of their profession are engaged. Perhaps no occasion could be more opportune for the consideration of the functions and scope of a brotherhood of teachers than the eve of the annual Conference of the National Union. The fact that some two hundred representative teachers will assemble on Monday next in Manchester, and that the various associations throughout the country tax themselves in order to be there represented, prove at once that the "Brotherhood" is not now a mere phantasy of the mind, but is becoming a great reality. To those who have laboured long in the cause of professional union and independence, these evidence come as the first fruits of weary working, and as the earnest of a full fruition of their labour and hopes. There have been brotherhoods benevolent and brotherhoods professional, brotherhoods social and brotherhoods political, but a brotherhood educational is a product of the present age. It is true that in the City companies we have brotherhoods *quasi* educational in their purpose, but which have become in course of time merely social in their character. Not that this quality in a brotherhood is to be condemned. Rather should it be the means of binding its individual members more firmly in bonds of amity and friendly union.....

A brotherhood of teachers, to be a useful and permanent institution, must be founded on broader bases than those referred to. It must embrace all who legitimately belong to the profession. It should include not only elementary or certificated teachers, but those of every grade and of every denomination. Teachers of all ages and of all attainments should be able to claim its fostering care and grasp its guiding hand. Nor should our Scotch and Irish brethren be excluded from its benefits. No brotherhood can be truly national that fails to open its arms to every teacher in the United Kingdom. The whole body of educators, from the head-master of Eton to the humblest village teacher, should be pervaded by the same spirit of professional unity, and animated by a desire to extend brotherly help and sympathy to any member of the fraternity. It is because we see in the National Union of Elementary Teachers the germs of our ideal brotherhood, that we speak thus earnestly on the subject. We trust that our representatives will not lose sight of the broad principles we enunciate.

The existence, or rather the possibility of existence, of such a brotherhood, demands, however, very high qualities in its members. There must be no apathy. Every member must actively fulfil his or her share of the duties which membership involves. There must be no professional jealousy. How often do we find teachers even now more ready to find fault with their fellows than with those out-

* From the Schoolmaster.