

functions has improved the condition of mankind. It is the co-operation of these forces which has promoted the civilization of our times; and the more we examine their character and effects the more are we inclined to believe in the possibility of a civiliza-

tion which is, at least, more of a harmony than that which the world has yet experienced, just as we believe in the harmony of a system of education which gives due attention to the development of the moral, intellectual and physical in the child.

CO-OPERATION AMONG TEACHERS.

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THE teaching profession occupies a position in many respects unique. Hedged in by Departmental Regulations, Examinations, Inspections, etc., it seems to have become incapable of taking a single step in the direction of anything that will benefit its members, and to leave everything, whether beneficial or otherwise, to be done for it by those whom chance has placed in authority.

Look where we may, we find that all classes, from the lawyer in his flowing robes to the labourer with his pickaxe in his hand, have formed and are forming combinations for their personal and mutual benefit and protection. They make laws, stringent and even arbitrary, for their guidance; and these are as implicitly obeyed as though they were military orders issued to an army in the field and in the face of a skilful and wary foe. They fix rates of remuneration, number of hours' work per day, and rigidly determine who shall and who shall not be of their number. From such arrangements they reap substantial and lasting benefits, and they furthermore do these things free from any aid or control of government.

How does it happen that teachers have allowed themselves to neglect taking similar steps? Why is it that a body of men and women possessed of more than an average amount of

common sense, and, in cases not a few, endowed with abilities of a high order, have been, and still seem to be, content to be dictated to and manipulated by those who are in many respects, nay, sometimes in all respects, their inferiors mentally, morally and socially? How does it happen that there seems to be no cohesion amongst this army of nearly ten thousand intelligent beings, engaged in the same work, having the same objects, breathing the same intellectual atmosphere as it were?

It is true we have Associations, —Township, County and Provincial— in which we meet at stated periods to spend our time—in doing what? In discussing methods, in listening to witless nothings which pass for jokes, and *crê de theories* from cruder theorists—gaping at times in wonder and admiration at the extraordinary skill of some genius mathematical, in solving conundrums which may be of almost no practical, and of very little theoretical, value to nineteen out of every twenty present; or sometimes listening to some learned member making desperate efforts to translate good idiomatic English into inferior, straight-laced, grammatical (?) English. And after all this, *cui bono*? A few raw recruits go home somewhat surprised, if not greatly astonished, at their ignorance, determined to adopt