

3. Society, and the authorities that represent society, should promote the work of instruction by taking all measures necessary for the good of the school; by aiding the master in questions of discipline; and by protecting him against all vexation, political or religious.

4. The teacher has a right to be guaranteed against arbitrary "deprivation."

5. The income of the schoolmaster should be sufficient to enable him and his family to live in comfort. The exigencies of the present day involve the necessity of raising his stipend above what it has been in the past.

6. A retiring pension should be assured to a teacher in his old age, or to his family in case of his premature decease.

7. Schoolmistresses are entitled to these advantages equally with schoolmasters.

8. Inasmuch as military service is but little compatible with schoolwork, it is desirable that teachers should be exempt from it.

9. The authorities to whom the work of inspection appertains should carry out their functions with serious and sustained interest, and in an enlightened, large-hearted and kindly way, free from everything like partiality.

10. The State ought to facilitate the work of recruiting the ranks of the teacher's profession, and to furnish resources for their intellectual and professional improvement, by the creation of such establishments or auxiliary institutions as Normal schools, courses of instruction in school-management, libraries, meetings, and conferences.

Model Schools and Model School Teachers in Ireland.

The Model Schools of Ireland have justly earned the reputation of being equal—if not superior in many respects—to the best institutions of the same character either on the Continent or in Great Britain. In point of discipline, tone, and the competitive ardour which pervades those establishments in conveying instruction—both religious and secular—they cannot be excelled. There are many reasons which combine to produce those results. In the first place the Schools are provided with all the modern appliances which are necessary to the mental and physical development of the youth of the nation. Secondly, they are conducted by a class of Teachers who have been specially trained for their work, and of whom it is not too much to say that perhaps in no country—not even in Germany—can an equal number of persons be found amongst an equal population possessing similar qualifications and such solid attainments. In saying this we are far from disparaging the excellent teachers who conduct the ordinary National Schools. On the contrary, we believe the Model School Teachers would be amongst the first to point out, acknowledge, and recognise the cleverness and professional ability of some of our ordinary School Teachers. Furthermore, we are aware that it is the anxious desire of the former to have the avenues to the Profession more strictly guarded, and not so easy of attainment as at present. In this wish we most earnestly share and we sincerely trust that the Resident Commissioner (P. J. Keenan, Esq., C. B.) will soon have both the leisure and the opportunity of making the profession of School-Teacher an object of honorable ambition to young men of energy and refinement, by causing every aspirant to pass a *strict* examination, and by guaranteeing each successful candidate a fair salary. Another circumstance which contributes to secure a high educational standard in the Model Schools,

is that they are located in our most populous centres, consequently the wealthier classes are induced to take advantage of them, and the parents being in a position to keep their children continuously at school, a very regular attendance is secured, and this fact in its turn becomes an element in conducting to the superior excellence of the Irish Model Schools. Henceforward, the vacancies on the staffs of these institutions are to be filled by competition, and we trust that this boon, placed at their disposal by Mr. Keenan (for these situations were in the gift of his predecessor), will be eagerly contested by the qualified teachers of ordinary National Schools. It affords us sincere pleasure to observe that the Model School Teachers are coming to the rescue of their humble brethren to have their grievances redressed. The pension grievance affects both classes in an equal degree, and we believe this is the common ground upon which they take their stand. The kindly feeling which is one of the most beautiful traits in the Irish character, could no longer be smothered, or held in abeyance by the force of official reserve. The Model School Teachers saw the bravery, the energy, and the devotedness of their brethren, and their sympathy, moral and practical, could no longer be withheld. Their very natures forbade it. It must, indeed, be galling to men of understanding and of worth to witness the trials against which the ordinary School Teachers have been helplessly struggling for years—often despised, shunned, and sneered at; but thank God! it has at length come to this, that the Model School Teachers *do* sincerely sympathise with the National School Teachers. The staff of the Central Model Schools has given practical proof of this sympathy, by nobly and generously subscribing to the funds of the Central Committee; so have the staff of the Ballymena, and Bailieboro' Model Schools. Will the others now remain silent?—there is not the smallest fear that they will. The same generous spirit will stimulate each to push the good work of *Pensions* ahead. The National Teachers are already preparing petitions, and negotiations with the Government, hence the pension question is the common ground for action, and it may be assumed that all will be treated upon the same basis. Indeed, we are not quite sure but there are precedents for pensioning Model School Teachers, and we would like to know where can the line be drawn. The results already achieved are, however, both cheering and gratifying, and must tend to fill, with renewed hope and courage, the Spartans who during four years have held aloft the banner upon which was inscribed *Victory or—*. The first blow is half the battle. It is not enough, however, that the beleaguered city should hoist a flag of truce and cry out "Mercy!"—even though the garrison should surrender, the besieging force will not rest satisfied. Let the treasury yield up a portion of its gold. Plenty fills the land, but gold is needed to buy it. The veterans amongst the victorious need rest, and must be made happy and contented, each beneath his own fig tree, ere his youthful brothers cry out *paccavimus*. Our banner still gracefully waves on the walls of the city, our conditions, which are neither immoderate nor impossible, are well known to the besieged. Those terms, simply are—suitable rewards for honest labour, in addition to our present wretched remuneration; pensions for the veterans whom we love, and who have fought side by side with us; and lastly, for each one, young and old, a home of his own wherein to rest when his daily labour is ended. Then, the "good time" that has been so long coming, will have arrived, and every National School in Ireland, we hope and expect, will become a Model School.—*Irish Teachers' Journal*.