

more by the same means, than another boy of similar capacity, who acts without system. He knows what he is to do, and he does it. He does not begin twenty different things and leave them all unfinished. "One thing at a time, and a time for every thing," is his motto. If he has a lesson to learn, he does not neglect it until the hour of recitation has almost arrived. He has a season for play and another for work, and does not allow the one to interfere with the other. You think he has a strange "knack" of doing things *easily*, and wonder if he has not got a stronger mind and body than other boys. But his secret is, Order and System. These habits are his "labor-saving machinery," which enables him to accomplish more work than his fellows, in better manner, and in less time.

A very rich man, who had been quite poor when a boy, was asked how he acquired his wealth. He replied, that his father made him form the habit early in life of doing every thing in its time, and it was to this habit that he owed his success.—*Well-Spring*.

THE WAR: HOW TO USE IT IN SCHOOLS.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—We are come *in medias res* as to the war which has been pending. Affecting everybody and everything, these stirring times are exercising their influence upon schools and school boys. They are sharpening us all up more or less. Now I feel for my own part as if we schoolmasters had a specific interest in what is going on within the lines at Sebastopol, and I endeavour to bring passing events in this light before my boys. I conceive that, in spite of its deplorable evils, the war is our great ally in the cause of order and discipline throughout our schools. All will at least agree that it is a fact which we are bound to turn to the greatest account for the good of those committed to our charge. It is my purpose briefly to show what precise advantages the schoolmaster may draw from this root of bitterness.

In the first place then, it must be granted that discipline is the same thing, whether it be the discipline of the army, or of the church, or of the school. In each it is the soul of order. If our great business as teachers be to implant wisdom in the hearts of our scholars, then must everything which tends to strengthen the hands of discipline be carefully cherished by us. For the son of Sirac tells us that the "very beginning of wisdom is the desire of discipline." To make boys love discipline then, is a great point towards fitting them for those higher responsibilities of life, wherein wisdom is the only safe guide.

Now, as "example is better than precept," so is the example of what discipline has done and is doing for us—how it gives men unflinching courage in the face of death, how it exalts the quiet discharge of duty as such into a tale of heroism—so is example, with its voice from among the trenches of the beleaguered city, an abler and more attractive teacher than any abstract exhortation to duty. We engage the chivalrous element in boy-nature, when we point to the charge of the guards at the Alma, as embodying the spirit of implicit obedience irrespective of consequences. And Solomon acts upon the same principle, when he tells us that, "he that hath no rule over his own spirit is like a city that is broken down and without walls." Our very title as "Soldiers of Christ" is an appeal to the same principle of our nature; and the few, who have not felt the force of the analogy as an attractive argument in aid of discipline, and as the strongest of all inducements to exertion. With boys, who are slovenly in their singing or disposed to trifle with a call to silence, my argument is this: "Those who don't sing smartly," or "those who don't know how to do as they're bid *once*, depend on't, would have made poor work of it at the Alma." If the field of battle to a well-trained soldier is only a larger parade ground with the accident of ball instead of blank cartridge, all will depend upon his conduct on parade. Boys must be made to feel this; and, whilst the papers are teeming with anecdotes available for every possible parallel of behaviour in school life, now, I say, is the time for claiming the battle-field and the siege as our allies in the business of inducing that first flush of desire for discipline, which is the very beginning of all that is higher in the work of Christian education.—November, 1854.

G. S. G.

HOW TO ILLUSTRATE TOPOGRAPHY.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—I have hit upon an expedient with my Cæsar Class which I think needs only to be pointed out to be adopted by others.

You know how hard it is to make boys understand a map or plan on paper, involving as it does a necessarily imperfect representation of varying attitudes of land and water. With a view to meeting this difficulty I have adopted the following plan, which, I need scarcely say, is not altogether original. I take a tray, and sprinkling it with sand, lay thereon a sheet of common window-glass, for my sea-level. I then heap up sand (of different degrees of fineness it might be) and mould at will, leaving the glass bare to represent water, or sea, or lake level, or inserting a bit of glass in the sand for water at a higher elevation.

I need not enter into further particulars, but may leave the rest to individual ingenuity. All those to whom I have mentioned the plan have been struck by its simplicity and usefulness. Clay, though more permanent, and with other manifest advantages over sand, is dirty, and becomes hard, and is therefore virtually insufficient for the purpose, but a tray of sand might stand on the school-room or study table in any house, and would be always ready at hand for the elucidation of plans, be the subject what it may—the bit of mountain and lake country that we so much admired last summer, or the lie of the land about Sebastopol, or the battle of the Lake Thrasimene.

I find that I can in this way bring my boys into understanding and describing in the original the several operations of a battle on ground otherwise difficult to understand, and I need scarcely add, with an interest before unknown.—November, 1854.

G. S. G.

THE PROFESSIONAL EDUCATION OF THE TEACHER, LAWYER, DOCTOR, Etc.

The advantage of Normal schools is very generally conceded and acted upon in most of the States where the Common School system has received due attention. It is as necessary for a man to receive a special education in order to fit him for becoming a successful teacher, as it is for any other department of life. What propriety is there in establishing and endowing schools of Law, of Medicine, and of Theology—of apprenticing men to a long and rigid training in the different arts, in order that they may rise to eminence each in his several sphere, and at the same time leave one of the most important of all professions, that of the teacher, to take care of itself? Men do become successful teachers, it is true, who never saw the walls of a Normal school—who never received any instruction in the science of teaching except that obtained by observation, ripened by their own experience; and it is equally true that men have risen to eminence at the bar without ever having set foot inside a State where a Law School is established, and that some of the most eloquent and learned divines who have illuminated their age and stirred up to good deeds the hearts of men, have never studied nor dreamed over the disputed points of a knotty theology in the cloister or the school.

These facts, stubborn as they are, do not disprove the value of schools established for special purposes, but merely show that the indomitable energy of individuals enables them to rise, not only in absence of all advantages, but in despite of all disadvantages. They themselves are usually ready to concede the value of extraneous helps, and lament the stern necessity that shut them out from their benefits, which, if they had been obtained, would have raised them to still higher pre-eminence. Other men there are, either naturally deficient or who neglected to avail themselves of all extraneous circumstances, and as a consequence go through life a standing reproach upon the institutions of which they boast themselves graduates.

Normal Schools will not make good teachers out of materials never designed by Nature for such a calling. There are men, and women too, innumerable in the ranks of pedagogues, as in all other spheres of life, who have mistaken their profession. They might be both useful to themselves and profitable to the community somewhere else in the great organism of humanity; but as teachers, they are as much to be deprecated as the changing of an excellent farmer into a wretched clergyman, or a skilful mechanic into a disreputable limb of the law. For such materials Normal Schools are not established, but for those competent, with a proper training, to teach, and to teach well; next to a liberal and thorough collegiate course, their discipline is the most effective. Indeed, with the most thorough academical course, special instruction on the science of teaching should always be superadded.—*Rural New Yorker*.

EDUCATION IN NEW SOUTH WALES.

That primary education should for many years have secured for itself a large measure of public attention in a country having the antecedents of New South Wales, is matter of surprise and gratification, and furnishes another proof of the mental and moral superiority of the Anglo-Saxon race. It is indeed strange, that the colony in which the shores of Botany Bay are classic ground, should vote, in one year, the large sum of fifty thousand pounds for education, and that, too, when its population is estimated at less than a quarter of a million. Such, however, is the case. The people of New South Wales have established a University, engaged an able staff of professors, and voted money for the erection of a suitable building. The current expenses of the institution are defrayed from a grant of five thousand pounds per annum from the Colonial Legislature. In addition to the liberal provision for the higher education, measures are in progress for the establishment and endowment of affiliated colleges in connection with the University, and for the erection of grammar schools of a superior class. We are more immediately concerned, however, with the present condition of elementary education in the colony. That it is not in a state satisfactory to those benevolent members of the Legislature who