

of some small mandarin, he becomes to his pupil a great authority on Chinese politics, and a Petronius of Chinese ceremonial. Papers are indicted and English policy is shaped according to the response of this oracle. The Sinologue who derives his inspirations from this source is again taken as an absolute authority by the poor helpless General, or Admiral, or Ambassador, who thinks it his duty to adopt what he is told are Chinese customs and to ape the Chinese ceremonial.

We want interpreters—plenty of them. We cannot pay too highly for them; for we must bid high to have them of good quality, and at present even our courts of justice are brought to a standstill for want of them. We want also Chinese scholars. But we want them to interpret the policy of English statesmen, not to originate a policy of Chinese crotchets. They know nothing of the

national interests of England, nothing of our commercial wants, they are trying all their lives, laudably and zealously, but rather vainly trying, to learn the Chinese forms of official writing, and the practice of Chinese ceremonial.

I refer to this subject because it is all important here, because it is all unknown to the English minds; because it has been my ambition by means of these letters to direct the public opinion, and to lead the minds of our rulers to the fact that our principal difficulties have arisen from adopting the Chinese practice of submitting questions of state policy to men of mere literary attainments. They are excellent, most valuable, most indispensable, in their proper sphere, but they are necessary men who see atoms through microscopes, and lead us into national wars for matters not worth a sheet of foolscap.—Times' Correspondent.

How shall I Interest my Pupils?

Be sure that unless you do, you will fail as a teacher. Feel that you are responsible for the progress of every child committed to your charge. Do not excuse yourself by charging indifference upon the parents or neglect of duty upon the district board. Understand that you are to correct, as far as possible, all that has been amiss in the conduct of former teachers, as well as to advance the school. In short, do not complain. Study to feel an interest yourself. Enthusiasm is contagious.—A teacher, in earnest, can do all things. Nothing will supply the want of a deep interest in the business of teaching.—All cannot feel this, all cannot paint, or use the sculptor's chisel, or write an epic—but let those who cannot seek some other calling. No man can teach except he be called. He must be a man in the manliest sense of the term. He must furnish the clearest evidence that his motives are disinterested, his objects noble. He must sympathize with the unfortunate, defend the defenceless, and show in his daily conduct those manly virtues that children and youth so much admire. A child instinctively despises a mean act in a teacher. As to some of the means which the teacher may adopt, we may mention the following:

1. Show a rational interest in the studies of the School.

Do not attempt to make the lesson so simple that recitation becomes a pastime. Show your pupils that effort is the price that all must pay for knowledge. Let them feel that what is not striven for is not worthy them. Inspire them with the conviction that the studies of the school are important, and then all necessary labour is pleasant.—Let them feel that there must be hard study, close attention and self-denial in school in order to secure the objects of the school. Explain to them daily the relation between vigorous, persistent, and intelligent effort and ultimate success—tell them of difficulties surmounted, of obstacles overcome, of intellectual battles fought, of glorious victories won. Make them feel that the noblest virtues are those of the mind. Point out the relation of success in study to future prosperity and happiness, and, in short, show them that the exercises for the school room are necessary preparation for the future.

2. Make the school-room attractive.

Let there be no petulance or moroseness there. Be in earnest—let the movements of the teacher and pupils be active and still. Be accommodating and kind. Let the tone of voice and the manner of expression be such as will encourage the timid and restrain the wayward. Adorn the walls with works of taste and use;