

United States by the lakes, and enjoying the magnificent shores of the St. Lawrence, with its thousands of islands in the river and gulf, a *region grand enough for the seat of a great empire.*

"In its wheat fields in the West, its broad ranges of the chase at the North, its inexhaustible lumber lands—the most extensive now remaining on the globe—its invaluable fisheries, and its yet undisturbed mineral deposits, I see the elements of wealth. I find its inhabitants vigorous, hardy, energetic, perfected by the Protestant religion and British constitutional liberty. I find them jealous of the United States and of Great Britain, as they ought to be; and, therefore, when I look at their extent and resources, I know they can neither be conquered by the former nor permanently held by the latter. They will be independent, as they are already self-maintaining. Having happily escaped the curse of slavery, they will never submit themselves to the domination of slave-holders, which prevails in, and determines the character of, the United States. They will be a Russia in the United States, which to them will be France and England. But they will be a Russia civilized and Protestant, and that will be a very different Russia from that which fills all Southern Europe with terror, and by reason of that superiority, they will be the more terrible to the dwellers in the southern latitudes.

"The policy of the United States is to propitiate and secure the alliance of Canada while it is yet young and incurious of its future. But on the other hand, the policy which the United States actually pursues is the infatuated one of rejecting and spurning vigorously, perennial, and ever-growing Canada, while seeking to establish feeble states out of decaying Spanish provinces on the coast and in the islands of the Gulf of Mexico.

"I shall not live to see it, but the man is already born who will see the United States mourn over this stupendous folly, which is only preparing the way for ultimate danger and downfall. All southern political stars must set, though many times they rise again with diminished splendour. *But those which illuminate the pole remain forever shining, forever increasing in splendour.*"

Papers on Practical Education.

INSPIRATION IN TEACHING.

MANY years ago, a clergyman of whom we are about to speak, was settled in a town of Western Massachusetts. He carried to his charge a passionate fondness for the study of Natural History. He spent many hours and days in watching the lives and ways of the birds, animals, insects, reptiles and fishes of the region in which he lived. He crowded his sermons and enriched his conversation with illustrations drawn from his favorite science. Years after, when the clergyman had ceased from his beautiful callings, a naturalist of high standing happened to pass some time in the town to which we have referred. He was surprised to find many of the dwellers in the town cultivated naturalists as well as himself. On inquiring the cause of the general possession of so beautiful an accomplishment, he learned that it was the result of the former clergyman's sermons and conversation. And he found a people educated in a noble science without, it is likely any of the machinery of the school-room; no recitations, no committing to memory from text-books, no set hours of study. The greatest of all educational works—the exciting of enthusiasm for a study—was effected when one ardent mind had imbued the minds around it with its own passionate love. We ourselves once saw a like effect from the ministrations of a clergyman who was an enthusiast in the study of history and its philosophy.

We inspire a mind with love for a study by bringing forward its attractive phenomena. Tell a scholar that if he looks upon his atlas he will find all the great peninsulas of the world—as Africa, California, Hindostan,—tapering towards the south, with the exception of Jutland and Yucatan, which taper towards the north; that the great mountain ranges of the world run in the lengthwise direction of the regions on which they stand; that, if he looks upon a northern map, like that of Russia, he will find, mainly, harsh words like Smolensk, Tchernigov, Cronstadt; but, if he looks on a southern map, as of Spain, he will find soft words predominating as Catalonia, Valencia, Sierra Morena, Sierra Nevada; he will recognize such facts as beautiful, will seek to verify or match them, will seek the reasons of their existence—and will be sure to become an interested student of Physical Geography.

Tracing out associations or attractive connections is another important means of inspiration. Tell a scholar that the River St. Lawrence was so named because the French entered it on St. Lawrence's day; that this St. Lawrence was an officer of an early Christian church, whom a Roman emperor martyred by broiling on a gridiron; that the Escorial—a fine palace of the kings of Spain, was built in the form of a gridiron in the same saint's honor; connect with the St. Lawrence the touching story of Wolfe's last days, and your scholar will be powerfully influenced towards the study of Descriptive Geography.

Let a study present to a student beautiful chains of reasoning, and it will fascinate him. For instance, the civilization of the world has had no slight dependence on its mountain ranges. With the atlas before him, let a student trace such connection, and he cannot avoid feeling the inspiration the reason is thus calculated to awaken. From the mountains come the great rivers; naturally, on the great rivers arise the cities and large towns. The cities gather and spread luxuries, stimulate mental action, concentrate and give efficiency to a nation's thought. The boy or the girl who has thus, for the first time, followed the waters of the Ohio, from the Alleghanies to the Gulf, has gained a rich sensation, and will be interested in the Danube, the Ganges, or the Nile, as he would never have been by the common mechanical form of study.

To cluster round our studies the rich facts and connections to which we have referred, we should use richly annotated text-books. Every school-room too, should have an Encyclopædia. Each of the facts to which we have referred as connected with the St. Lawrence, could be found in so common a work as the Encyclopædia Americana.

But on teachers of a varied scholarship we must rely the most. Yet in a number of years' experience as member of a school committee, we have found inspiring power in teachers a thing to be desired rather than looked for. Too often they have taken to teaching, not because they have loved study, but because they could thereby earn money. Many of them never, or rarely, have read a narrative or dramatic poem, a history or a biography, a work of scientific or literary philosophy, in their lives. Their teaching is, of necessity, mechanical, and they leave the impression upon their pupils that all study is merely mechanical also. They are certainly not fitted to point out the charming phenomena and trace the fascinating chains of connection to which we have alluded. Studies in such minds are not "richly dight." We wish the directors of our Normal schools would look to this matter. Let them have a class in Littell's Living Age if need be. And let those who examine the qualifications of teachers ask what they have read; and, if they have read little or read nothing, the most thorough technical knowledge of the text-books should weigh lightly against such a heavy disqualification. We wish every boy or girl should be made to understand the enthusiasm that prompted these noble lines of Waller:

"Say, for ye saw us, ye immortal lights,
How oft unwearied we have spent the nights,
Till the Ledean stars, so famed for love,
Wondered at us from above.
We spent them not in toys, or lust, or wine,
But search of deep philosophy,
Wit, eloquence and poesy,
Arts which I loved, for they, my friend, were thine."

—*New York Tribune.*

MANAGEMENT OF BOYS.

How greatly do parents and preceptors err in mistaking for mischief, or wanton idleness, all the little manœuvres of young persons, which are frequently practical inquiries to conform or refute doubts passing in their minds! When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or employ himself to some purpose usefully, and not be taking off the lid of the kettle, and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions!

It has been said that we were indebted for the important invention in the steam engine, termed *hand-gear*, by which its valves or cocks are worked by the machine itself, to an *idle* boy of the name of Humphrey Potter, who, being employed to stop and open a valve, saw that he could save himself the trouble of attending and watching it, by fixing a plug upon a part of the machine which came to the place at the proper times, in consequence of the general movement. If this anecdote be true, what does it prove? That Humphrey Potter might be very *idle*, but that he was, at the same time, very *ingenious*. It was a contrivance, not the result of mere accident, but of some observation and successful experiment.

The father of Eli Whitney, on his return from a journey which had necessarily compelled him to absent himself from home for several days, inquired, as was his usual custom, into the occupations of his sons during his absence. He received a good account of all of them except Eli, who, the housekeeper reluctantly confessed, had been engaged in making a fiddle. "Alas!" says the father, with a sigh and ominous shake of the head, "I fear that Eli will have some day to take his portion out in fiddles." To have anything to do about a fiddle, betokened, the father thought, a tendency to engage in mere trifles. How little aware was the father that this simple occupation, far from being a mere fiddle-faddle, was the drawing