

I could not help laughing; and, pulling several old letters from my pocket and showing him the directions on the envelopes, I replied:

"Well, you may know him, but the 'old fellow' has changed his appearance, perhaps. You see by the letters that I am the 'critter.'"

The brakeman looked astonished, but finally said: "Well, that is a fact, sure enough. I know you when I come to look again, but really I did not believe you at first. You see we have all sorts of tricks played on us, and we learn to doubt everybody. You are very welcome to go in, Mr. Barnum, and I am glad to see you," and as this conversation was heard throughout the car, "Barnum, the showman," was the subject of general observation and remark."
Life of P. T. Barnum.

CHARLES DICKENS ON EDUCATION.—The London correspondent of the American "Literary Gazette" writes:—"I hope you may read with interest these remarks, made the other night by Mr. Charles Dickens, to the members of the Birmingham and Midland Institutes.—The subject of the address was education, and in the course of it he said: 'I would further commend to them a very wise and witty piece of advice on the conduct of the understanding, which was given more than half a century ago by the Rev. Sydney Smith—wisest and wittiest of the friends I have lost. He says—and he is speaking, you will please understand, as I speak, to a school of volunteer students—he says, "There is a piece of foppery which is to be cautiously guarded against, the foppery of universality, of knowing all sciences, and excelling in all arts—chemistry, mathematics, algebra, dancing, history, reasoning, riding, fencing, Low Dutch, High Dutch, and natural philosophy. In short, the modern precept of education very often is: Take the admirable Crichton for your model; I would have you ignorant of nothing. Now, says he, my advice on the contrary is to have the courage to be ignorant of a great number of things, in order that you may avoid the calamity of being ignorant of everything. To this I would superadd a little truth, which holds equally good of my own life, and the life of every eminent man I have ever known. The one serviceable, safe, certain, remunerative, attainable quality in every study, and in every pursuit, is the quality of attention. My own invention of imagination, such as it is, I can most truthfully assure you, would never have served me as it has but for the habit of common-place, humble, patient, daily toiling, drudging attention. Genius, vivacity, quickness of penetration, brilliancy in association of ideas—such mental qualities, like the qualities of the apparition of the externally armed head in Macbeth, will not be commanded—but attention, after due term of submissive service, always will; like certain plants which the poorest peasant may grow in the poorest soil, it can be cultivated by any one, and it is certain in its own good season to bring forth flowers and fruit.'"

AIM OF A LIBERAL EDUCATION.—As a general rule, I think that the aim of a liberal education ought to be not to fit men for this or that special profession exclusively, but to supply such acquirements and to sharpen such faculties as shall be equally useful in any. It is not good, I am sure, for anybody to be too early and exclusively buried in his own special pursuit. If from circumstances it is necessary that he should be so, let him accept the necessity for that as any other privation, without complaining. But do not let him assert or think that it is in itself a good. Law, medicine, architecture, engineering, practical art—all these are pursuits of the highest usefulness and even necessity, but no man can even dabble in them all, nor has the architect any particular use for law, nor the lawyer for architecture. What they both want what they both have taste for, is accuracy of thought, clearness of expression, and that ind. finable something—excluding pedantry on the one hand, and vulgar coarseness on the other—which marks the man to whom literature has been more than the amusement of a casual hour.—*Lord Stanley.*