

employed upon other errands. Years are wasted before many of us discover that most of our ordinary reading is performed with not more than one-half of the mind, without real mental activity. There are persons who have been hard of hearing all their lives without realizing it, simply because experience has not given them an idea of a power more acute than their own. It is somewhat so in the matter of attention. It is rather a discovery to us when we first realize what may be accomplished by concentration of force; when we feel that attention is not passivity, but energy. It is a fortunate day for us when this awakening comes, and we begin the earnest endeavor to hold our mind to its work as though it were a truant school-boy. — *Scientific Monthly*.

—The following gem of figurative language occurs in an article on American Medical Education in a Nashville paper: "A teacher with his belly full of fire, and every nervous fibril in his organism astrut with electricity, with a memory faithful as a handmaid to his genius, and to the threshold of whose storehouse of learning the writers of all countries and all ages have lain down their contributions: such a man in an active state of eruption, with lightnings flashing about his mouth, and lava, at a white heat, pouring over his beard and scintillating among an audience who, though spell-bound, have each a half dozen able-bodied *Amens* struggling in his elongated throat, and, like a lighted shell, ready to explode, yes, such a man may inspire one to struggle on amid poverty, neglect, and contumely, till the day-star of promise shall peep over his horizon, and beckon him to triumph and glory; but it is the one man, and not the college, to whom he will ascribe his regeneration."

—Carlyle's advice to a teacher, in a letter written in 1859: "I can give you no advice or precept about the matters you write of except this one remark:—The grand secret (worth all the others together, and with which all the others are worth nothing and less) for inculcating and teaching virtues and graces is that a man honestly and with more and more silent sincerity have them himself lodged there in the silent depths of his being. They will not fail to shine through, and not only visible, but undeniable, in whatever he is led to say or do;

and every hour of the day he will consciously and unconsciously, find good means of teaching them. This is the grand, indispensable pre-requisite. This present, the rest is very certain to follow. The rest is the mere matter of detail, depending on specialty of circumstances; which a man's own common sense, if he is in earnest toward his aim, will better and better instruct him in. The business, I am sorrowfully aware, is often enough undertaken without this indispensable pre-requisite—nay, in general, there is a dim notion abroad that a man can teach such things by merely wishing to do it and without having them himself; but the fatal result inevitably is he teaches, can teach, nothing but hypocrisy and unblest abery and mendacity. It is a kind of salvation to his poor pupils if they, in a dim way, see through him and refuse to imbibe the slow poison of such teaching. I fancy you to be an ingenious young man, aiming manfully to do your best in the vocation which has fallen to you; and I hang up far ahead (I hope) this ugly but true warning upon a certain path which all mortals of us ought to avoid and abhor much more than we do at present."

—A word as to the methods and courses of study. There is danger in introducing a programme for each day's work so complete and perfect that every moment is provided for, and the teacher becomes merely one part of a complicated machine. Such a programme may get more work out of the listless and lazy teacher—one who does only what one is compelled to do, and who, unless specially directed, would dismiss the various classes after hasty recitations and spend the rest of the time in reading the *Waverly Magazine* behind one's desk. It may help the stupid and unambitious teacher, who would never either originate an idea or pay a dollar for an educational paper or manual which might suggest the idea of others. But to the energetic, cultured, sympathetic teacher, it is a serious impediment to be compelled to lug in a little zoology at from 3:20 to 3:30 on Friday afternoon, or to inculcate that honesty is the best policy at 11 a.m. on the fifth Tuesday of the term. One could better teach these things as circumstances suggest; and if one were at liberty to do so, and could study the individuality of each pupil, and develop now here and now there, according to the ever-