

can see clearly, think clearly, or feel quiet, with a strain of over-fatigue upon him. And with a teacher it is especially difficult, for the tired nerves are steadily being more drawn upon by the irritation which comes from association with a variety of natures. Of course the irritation rouses irritation in the pupil, and the discipline maintained under such circumstances, if it is discipline at all, is a form of obedience which arises from repression on both sides. That in itself is most fatiguing, as, on the other hand, there is nothing more restful than an open and real sympathy between teacher and pupil.

There are some simple laws which when truly regarded and obeyed are very helpful in approaching this ideal state of the teacher, and, if these merely physical laws are followed, it opens the way and makes an obedience to higher physical laws not only possible but easy; whereas before, no matter how truly the ethics of teaching may have been recognized in the mind, the teacher would find herself constantly contradicting her own better knowledge, from sheer physical inability to live up to it.

Let us take a practical example, which may seem so simple as not even to deserve attention, and yet if the reader will kindly be patient to the end, the worth while may grow upon him.

Nervous strain reflects itself to a certain degree upon the muscles. Notice a face that has been impressed for years with worry and anxiety, until finally the muscles are drawn into a chronic tension, and the face is never peaceful, even in sleep. A lecturer expresses his nervous strain often in various superfluous muscular actions, which have come to be so common that they sometimes go unnoticed, and are even considered at times an assistance in delivery by the lecturer himself. They are, of course, only an assistance because it is easier for the moment to retain a nervous habit,

however bad, than undergo the mental effort of dropping it. But the Rubicon once crossed, in this case as in many others, it is clearly recognized to be not only a saving of strength, but a gain in communicative power, to be entirely without superfluous strain or motion. I say strain, as well as motion, for the most fatiguing kind of unnecessary work with a lecturer or teacher often comes from a rigidity of muscle which gives the appearance of perfect calm; but the reaction from such strain is a sort of fatigue which far exceeds that of superfluous motion.

If any teacher who recognizes in herself or himself a sensitive nervous temperament will, at the risk of some temporary discomfort, notice for a time just the superfluous muscular tension used, it will not only be a surprise, but an assistance in dropping such tension and so saving the fatigue which it causes.

The more this superfluous tension is allowed, the deeper the brain impression, until the habit of wasting fuel is not only established in the brain, but goes on increasing until there is either an active breaking up, or a wearing out, which is worse; for the owner of the brain that wears and wears and does not snap must drag through more misery before giving up than could possibly be concentrated into any immediate snap, even with the long trying process of getting well. If a brain impression will and does work one way, in an abnormal manner, it follows that it can be quite as surely relied upon for normal work; indeed, more so, because, with nature on our side, and having found the right road, the process to health is quicker and surer than that to disease. In health we are always returning to our own; in disease we are always departing from it.

I am speaking now of the brain impression made from superfluous muscular tension. Having discovered it,