

idea that all manual labor is essentially degrading, or that some kinds of labor are in themselves less honorable than others, is a prejudice that dies hard. The true teacher should lose no opportunity to help kill it. The sooner the young of our country can be trained up to a practical belief that there is dignity in all useful labor, and that the only difference a good education should make is to enable its possessor to do the thing that lies next him as a duty better than the uneducated can do it, the sooner shall we be prepared for the blessings of universal education in the good time coming.

ALL honor to Principal Taylor, of the Vincennes, Indiana, High School, who, when the eight white girls in his graduating class "wouldn't graduate with a nigger," let the little shoddy aristocrats stay out in the cold, and went on with all the exercises in due order for the graduation of the colored girl, who was the ninth. Such an incident reacts in a way that is sure to do good, and will help to root out a silly prejudice unworthy of a Christian land. The incident reminds us of a similar noble stand taken by the President of a Nova Scotia college many years ago, before the emancipation of the chattels in the Southern States. A colored youth, having presented himself for admission to the college, the young Bluesnoses and their friends made so much ado that the Trustees at last gave way, and instructed the President that the negro must not be admitted. "Then you must look out for a new president," was the rejoinder. This was more than had been bargained for. The President was a man they could not afford to lose, so they counted the cost and the colored man got his education.

THE first end of all education is to fit its possessor for the more faithful and effective discharge of every duty of life, of whatever kind. The second is to raise him to a higher plane in his aims, pleasures, and enjoyments. The man or the woman whose executive powers, fully developed and trained, are employed in some good and productive life-work, and whose motives, feelings, tastes, and habits, are all lofty and refined, is the peer of any other man or woman in the universe. In the presence of such a patent of true nobility, all the artificial distinctions of society are petty and ignoble. Let the teacher not forget to impress this great truth on the minds and hearts he is moulding.

### ENGLISH CLASSICS IN THE SCHOOLS.

WE have frequently expressed our sympathy with the great movement in favor of the English classics in the schools, which has been going on during the past few years. We do not believe that the reform has yet reached its highest point. The college of the future, or rather one of the most popular and useful colleges of the future, will be one in which the masterpieces of English prose and poetry are made the basis of the whole course. Months and years of the time now given to conning by rote dry-text books in various departments of classics, mathematics, and so-called "English" studies, will be devoted to the direct reading of the works of the great English

authors. Who can doubt that two or three years devoted mainly to the intelligent study of some of the principal works of the best writers of each of the great literary epochs in English history—and by intelligent study, we mean study simply and mainly with a view to the understanding and appreciation of the authors—would result in a better education for the two great practical purposes of life, usefulness and enjoyment, than twice the time spent, as students' time is now generally spent, in our schools and colleges? We do not believe in a tiresome uniformity, and should not like to see all our colleges shaped after the same model. But we should much like to see the experiment tried of a thoroughly English college, or a thoroughly English course in some of our colleges. What is wanted, be it observed, is not to spend weeks or months in critical and analytical exercises upon a few pages of a single book, but an extended and varied course of real reading. Our attention has been freshly called to this subject by the following from the pen of Homer B. Sprague:

"As combining mental discipline with the commonest utility, the study of the English language and literature is unsurpassed. It is not necessary that the average American girl be a linguist in Latin, or Greek, or French, or German, or Spanish, or Italian, or profoundly versed in any of these literatures; but it is necessary that she be able to speak and write her own language with correctness, fluency, and elegance, and that she be not ignorant of those literary productions of which the English-speaking world is proud. There is in the great English master-pieces an educating power of which teachers in general have little conception. Merely to be able to read the best passages aloud, with just appreciation and appropriate vocal expression, is no insignificant attainment; yet it should be insisted upon as an essential prerequisite to a diploma. And why should not these great works be made the foundation and the material for linguistic and rhetorical study, as the masterpieces of the Greek writers have been from time immemorial? Form and style aside,—and perhaps we ought not to except these,—is there anything in Æschylus or Sophocles richer than in Shakespeare; anything in Homer grander than in Milton; anything in Demosthenes nobler than in Chatham, Burke, or Webster? anything in Plato superior in moral beauty to the utterances of Moses, or David, or Job, or Solomon, or Isaiah? Why, a thorough understanding of the three great English classics,—the Bible, Shakespeare, and Milton,—would be better than the education given in nine-tenths of the so-called colleges. A systematic and progressive study of the English language and literature through four years seems to me one of the most desirable features in any institution for the superior instruction of American women."

### Special.

#### MENTAL DEVELOPMENT.\*

*Development.* The very idea contained in this word implies a great deal. It serves, on the one hand, as a corrective, and teaches us that the popular idea of education is wrong, viz.: that a child is sent to school to have so much learning "piled into" him, that the child is not a mechanical instrument upon which a teacher can operate at will; while on the other hand, it gives us the true idea of education, because education and development are all but synonymous terms, education meaning "a leading out," development "a disclosing" or "unravelling," or, more fully, the meaning

\*A paper read by Rev. S. Daw before the North Gower Teachers' Association.