

Massachusetts pass a law like the Prussian, and Harvard may then relax attendance, and the State will do what the colleges have neglected to do.†

†President Eliot would not have students enter college till they are eighteen years of age. If this be carried out it is evident that we shall have fewer young men taking a college education. A large number cannot afford to continue till twenty-five before they earn any money; not entering college till eighteen, continuing three or four years and

spending other three years in learning a profession. In many cases many young men might be ready to enter college at sixteen, graduate at twenty, and then learn their professions. This would suit the great body of students. But one in ten, or one in five who have acquired a taste for more should be encouraged to remain in college, to take post-graduate courses, and devote themselves to special studies. We encourage this in Princeton by seven or eight endowed Fellowships, and have always 30, 40, or 50 post-graduate students. In this way we hope to rear scholars.—*Pamphlet.*

(To be continued.)

THE PRICE OF INTELLECTUAL LABOUR.

NO one, considering the question as a general truth, will deny that the mind is of higher rank than the body, or that the brain, the organ and exponent of the intellect, is a more costly and perfect instrument than the muscles and sinews. Again, few will object to the statement that brain-work has profited mankind vastly more than muscle-work. Notwithstanding this admission of the truth of the abstract proposition, that the products of intellectual labour are of more value than the results of mere physical exertion, many, very many persons, when they become the employers and paymasters of brain-workers, easily forget to make practicable application of their admissions. They are apt to estimate the amount and value of brain exertion by the amount of physical exertion involved. This tendency is easily explained, for manual labour is something visible and tangible, while the work of the brain is invisible, and cannot be made known to others without some physical and muscular exertion, which latter, the mere expression of the previous brain-work, is very commonly taken to be the whole work performed.

How many persons estimate the labour of the preacher by the time

consumed in delivering his sermon; that of the lawyer by the time he is occupied in addressing the jury; and that of the teacher by the number of hours he spends in the class-room! They forget that such time is occupied only in expressing and applying results attained by many hours and days of previous labour.

Then again many forget that in most cases where intellectual work, especially that of an expert, is called for, a long and costly course of special preparation and training is needed to fit one for such work. This training is costly in the time consumed by it, when no money returns are made. It is costly in the expenditure of brain power involved in prolonged study, and lastly it is costly in the actual money outlay required. In estimating then the money value of any piece of intellectual work, all this must be taken into account. How unjust then it is simply to estimate the time employed by one in using the hand, the tongue, or the pen, to make known the acquired results!

This mode of estimating the value of brain-work eliminates its very essence, and reduces it to mere mechanical tread-mill work. What sort of a teacher would he make who