

spectful and respectable. It may not give them the wisdom of statesmen, but it can make them intelligent voters and fervent patriots. It may not fit them for a future life, but it can do much towards making this one pleasant to themselves and to their fellow-men. It can put a light into their hearts that will illumine many of earth's darkest places.

I believe that gems of literature introduced into our schools, if properly taught, will be able to do these things; partly by their own directive influence on the young mind, but principally as being such a draught upon the fountain of higher literature as shall result in an abiding thirst for noble reading. The right kind of reading will induce the right kind of thinking, and proper thinking will insure correct acting.

What harmony the introduction of literature into our schools assures us! The religious world will get from it all it ever asked or expected from the Bible. The secular world will get from it nothing it could possibly object to. At the shrine of noble thoughts the devotees of all creeds may bow as brothers. Let the public schools be the instrument of forming this common love for the noble and beautiful, and who but will acknowledge they have performed a work of greatest utility to man, and added a thousand fold to their present value as factors in human progress? Heretofore the boy's education has been no broader than his business expectations; his happiness as a man and his worth as a citizen have not been taken into account. The principles are too narrow for an age that is looking for good men as well as for good accountants and grammarians. They are unnecessarily narrow; they leave, as it were, broad fields of noble soil untilled, and this soil must be tilled to bear fruit. For example, a man cannot be a patriot, except nega-

tively, until he has been led to understand and value patriotism. But on abstract or grand subjects, like patriotism, there is an unwillingness or incapacity in most minds to think. Such minds must be enlarged before patriotism can be anything to them but a barren name; but may not patriotic passages, under a wise teacher, promote the necessary growth? For who, even among the educated, has not felt a tinge of shame at the dullness of his own patriotism on reading Grimké's beautiful lines, "We cannot honor our country with too deep a reverence. We cannot love her with an affection too pure and fervent. We cannot serve her with an energy of purpose or a faithfulness of zeal too steadfast and ardent. And what is our country? It is not the East, with her hills and her valleys, with her countless sails, and the rocky ramparts of her shores? It is not the North, with her thousand villages and her harvest-home, with her frontiers of the lake and the ocean. It is not the West, with her forest-sea and her inland isles, with her luxuriant expanses clothed in the verdant corn, with her beautiful Ohio and her majestic Missouri. Nor is it yet the South, opulent in the mimic snow of her cotton, in the rich plantations of the rustling cane, and in the golden robes of her rice-fields. What are these but the sister-families of one greater, better, holier family — our country?" Or Scott's, beginning,—

"Breathes there a man with soul so dead,
Who never to himself hath said,
'This is my own, my native land?'"

What I have said of patriotism applies to all the elements of great mindedness.

The practice, therefore, of memorizing the choice thoughts of our best writers should be made a prominent feature of school work. Oliver Wendell Holmes says, "There is no place which an author's thoughts can nestle