

recommendation, then, indeed, I must be careful. Seven years' experience of the two plans side by side may have some weight, and I unhesitatingly declare that I have in every case of two boys working side by side been able to secure better work from the one who expected to be admitted by certificate. And in my present class of boys and girls it is easily apparent that the girls are doing better work than the boys, and they all expect to be admitted by certificate. The boy is disposed to say, "I guess I can pass." Did it ever occur to us that without the examination ever before us that we could appeal to the honour of our boys to do good work?

By the mention of one more advantage to be derived from admission by certificate I must leave this subject, still feeling that I have not exhausted it. Perhaps one of the most mischievous results of the entrance examination is that it enables a man or woman skilful "in anticipating the sort of problems that will be set, the questions that will be asked, the passages for translation, etc.," to use Mr. Collar's words—to "get a boy ready for college." Now let there be no such thing as passing an examination and it relieves both the schools and colleges. Perhaps we feel this more in university towns than elsewhere, but it certainly is a great hindrance to good work wherever it may be found. Boys who have money depend upon being "crammed" or "coached," and it is often impossible to get good work from them. I am not saying anything against private tutoring as a means of preparing properly for college, but as a means for preparing boys for examination. The evil is in the system, and not in the tutors.

Aware that there will probably be some losses by giving up the entrance examination, but confident that the losses will be made up a thousand-fold

by the adoption of the certificate system with some such safeguards as I have suggested, I unhesitatingly advocate its adoption in the interests of good work certainly in the schools and, therefore, in the colleges themselves.

As I have thought over the subject of this paper and have tried to put my thoughts into shape, the difficulty of the problem that we are trying to solve, and that all earnest men are so deeply interested in, has not grown less. In whatever special way it is to be solved no one can say: but some things seem to me to be clear. (1) The men in the work must solve it, and that means all the men, college, secondary and lower school, for the life of one is "bound in the bundle of life" with the others. There must be a fuller and kindlier recognition of this relation and interdependence before we shall progress greatly. The clearer the recognition the more apparent it will become that none can afford to stand aloof and refuse to contribute his share, be it great or small. In saying this I am not unaware of the existence of the New England Association of Colleges and Preparatory Schools, nor am I insensible to the good it has already done towards establishing a more friendly feeling between the college and school men, and in the progress made towards a right solution of some of the difficulties of the situation.

(2) We have heard very much of late about foreign systems, what the French are doing, the Germans and the English. All thoughtful men can but rejoice that we have such complete knowledge of what other nations are doing, and to the few men who are studying the systems of these older countries with a view of widening the circle of our knowledge, we owe a just debt. But in more than one quarter there have been signs of a disposition to recommend the sub-