

now? Two hundred pages more of Latin, two hundred more of Greek, four or five months more of Mathematics, to say nothing of the added power of reading and the increased interest!

Mr. Collar, in the December number of the *Educational Review*, uses these words:—"The practice of admitting students by certificate is unfortunately becoming more and more common." There are many that share his view, and their opinion is entitled to great weight. And yet I feel sure that most of the objections thus far urged against the certificate system are against the administration of the system and not against the system itself. For this must be said, that the system at present is what Mrs. Stowe calls a "full-blooded mongrel." Not only do only a part of the colleges use it, but those who do use it use it only in part. The only way in which to give any system a fair trial is to use it completely.

I would have the same restrictions laid upon the schools as are laid upon any business man with whom we deal. At present the colleges say to us: "We will receive certificates from you, but if you send us ill-prepared students the privilege will be withdrawn and your students must pass examinations." Do we use any such language to a business man? On the contrary, we say, "We find we cannot trust you and we will not deal with you." And I claim that on the business side of it this is the only way for the colleges to deal with us in the matter of certificates. If we are not honest enough to send only good work—and some of us have not been, I am sorry to say—let private warning be given just as we give it, or ought to give it to a business man, for his own sake as well as ours, if he sends us goods not up to the mark. If we persist, there seems to me only one way, and that is to let it be

publicly known that students from our school are not satisfactorily prepared. If such a position were taken by all the colleges and rigidly adhered to, how many schools would run the risk of such treatment? But there is a higher and better position still for the colleges to take. Let them assume that we are just as much interested in good work as they, and let them have it generally understood that the schools stand to them not merely in a market relation, but in a partnership relation, all working for the same end, and then how many schools would fail to send only pupils well-prepared in the best sense of the word? This says nothing of the elevating effect upon the school in the increase both of its own self-respect and of its importance in the eyes of the community. If some such position as I have indicated should be taken by the colleges, who could believe that there would be found any necessity for harsh measures on the part of the colleges or any fear that they would suffer from poorly prepared pupils? What colleges could possibly risk anything by receiving boys on certificate from St. Paul's School, or the Girls' Latin School, or Roxbury Latin School, or Norwich Free Academy, or Providence High School, or Hartford High School, or a hundred others which it would be easy to mention? The school men would make it a point of honour to do good work, and certainly they know when a boy is well prepared much better than can be determined by an entrance examination, however it may be made. Is it not clearly evident that admission by certificate makes us personally responsible for good work, while now we are able to throw the responsibility upon a system? If our boys "pass" well, what possible care can we have beyond, seeing we are judged by the examination only? But if my honour is involved in my