

as the master of a great school said the other day, "is the waste; and," he added, "it is such an awful thing to waste human life!" This method is a cruel method, ignoring all the sensibilities of that delicate, high strung instrument which we call the soul. If none but the fittest survived, the cruelty might be defended; but some, who unhappily cannot drown, become cramped swimmers for all their days. Busy and worn as a college teacher usually is, thirsty for the advancement of learning as he is assumed always to be, he cannot let hundreds of young men pass before him, unheeded and unbefriended. At Harvard College, the Faculty, through its system of advisers for Freshmen, has made a beginning; and though there are hardly enough advisers to go round, the system has proved its usefulness. At Harvard College, also, a large committee of Seniors and Juniors has assumed some responsibility for all the Freshmen. Each undertakes to see at the beginning of the year the Freshmen assigned to him, and to give every one of them, besides kindly greeting and good advice, the feeling that an experienced undergraduate may be counted on as a friend in need.

Whether colleges should guard their students more closely than they do—whether, for example, they should with gates and bars protect their dormitories against the inroads of bad women—is an open question. For the deliberately vicious such safeguards would amount to nothing; but for the weak they might lessen the danger of sudden temptation. Of what schools should do, I can say little; for with schools I have little experience: but this I know, that some system of gradually in-

creased responsibility is best in theory, and has proved good in practice. The scheme of making the older and more influential boys "Prefects" has worked well in at least one large preparatory school, and shows its excellence in the attitude of the Prefects when they come to college. This scheme makes a confident appeal to the maturity of some boys and the reasonableness of all, trusting all to see that the best hopes of teacher and scholar are one and the same.

The system of gradually increased responsibility at school must be met half way by the system of friendly supervision at college—supervision in which the older undergraduates are quite as important as the Faculty. The Sophomore who enjoys hazing (like the Dean who employs spies) is an enemy to civilization. The true state of mind, whether for professor or for student, was expressed by a college teacher long ago. "I hold it," he said, "a part of my business to do what I can for any wight that comes to this place." When all students of all colleges, and all boys of all schools, believe, and have the right to believe, that their teachers are their friends; when the educated public recognizes the truth that school and college should help each other in lifting our youth to the high ground of character—the school never forgetting that boys are to be men, and the college never forgetting that men have been boys—we shall come to the ideal of education. Toward this ideal we are moving, slowly but steadily. When we reach it, or even come so near it as to see it always, we shall cease to dread the transition from school to college.—*The Atlantic Monthly.*