

cause of general education in the loss of these men to it. The loss to the schools would also be great, but this is only an added reason for avoiding the danger if possible.

In the matter of the actual work done in the schools, there has too often been a lack of thorough acquaintance on the part of the colleges. Frequently, harsh judgment has been passed through lack of knowledge, and comprehensive condemnation, from insufficient data. We are told that we must be judged by results, and we do not find fault with that. But what we do desire is that the results as the colleges see them shall *really* be a fair test of the work done. It is my fortune to work under the shadow of a great university of which I have the honour to be an alumnus; nevertheless as official head of a school which sends yearly from twenty to thirty to its halls I have yet—in six months' time—to record the first visit to the school of any member of the university management, and that too though some of them are personally interested by the presence of their children in the school. This is not said by way of complaint, but it reveals a condition of things which ought not to exist and which cannot exist permanently if there is to be an intelligent adjustment of our work to the need of the colleges. From whom have we a right to ask an interest in our work if not from the colleges which are so importantly connected with us? How this better acquaintance with the schools is to be brought about must be determined largely by the colleges themselves, for to them certainly belongs the first advance which would indeed come ill from us. At the same time I am confident *we* are much to blame for the state of feeling existing in the colleges towards the schools and school men. I shall hint at this cause and at its cure—so far as we are concerned—by quoting

Milton's words:—"The pious and just honouring of ourselves may be thought the radical moisture and fountain-head from whence every laudable and worthy enterprise issues forth."

Now I am perfectly well aware that college men, as a rule, are already pressed down with work. But for all this, I insist that a little time spent in *showing* the interest they ought to feel, and probably do feel, would be time well spent. The very fact that college men were *interesting* themselves in the schools would do much to remove from the general public the feeling that the college is entirely willing to "pass by on the other side."

If the colleges would help us even more effectively, they must acquaint themselves not only with the schools that lie nearest them, but with the whole range of school work. For the difficulties of which I have already spoken and which lie within the four or five years' work of the preparatory school are not the greatest of the hard things with which we have to contend. The colleges are proud—and justly so for the most part—of being the conservators of the higher education, the theory of which is familiar to every college-bred man, at least, and is expressed in these words of President Dwight:—"The superiority of man to his uses." Second only to the colleges in this work—and sometimes I think not second, since we are closer to the people—are the preparatory schools. Are the colleges aware of the enormous pressure brought to bear upon us by a public opinion largely under the influence of the *peripatetics*, men who are much more skilful in making and airing new theories than in working them out into serviceable practice, and who rarely have any interest further than the adoption of their theory and the sale of their printed ideas?

Do the colleges know that all ele-