

relation with the sorrowful difference that the school has never been allowed to ask the question of the college as it certainly has the right to do. When now the general public, upon which the finished product is thrown, begins to complain of the quality of that product, and the college still insists that the trouble lies with the schools, can it be wondered that the school men do not take the charge kindly? The college men ask, "How many are you going to send us this year?" and lay the blame on us if the product does not turn out well and quickly enough. We feel that while they have the zeal of improvement it is often zeal "not according to knowledge."

(4.) Both the college men and school men have, at heart, the same desire: to promote right education and sound scholarship. No well-informed, intelligent man can but be alive to the great good the colleges are doing in this direction or to the immense difficulties with which they have to contend in the way of insufficient funds and scant accommodations for work. No one at all acquainted with the facts and in sympathy with true education, can deny to hundreds of men in the colleges high praise for their self-sacrificing work. Least of all would the school men, most of them sons of the colleges, deny to them the honour they deserve or add even a straw's weight to their difficulties. For we, too, are deeply and vitally interested in the same work, being members of the same body. All we ask is that our difficulties shall have a fair measure of intelligent and friendly attention. I take, therefore, as the motto of this paper the words of Mrs. Alice Freeman Palmer, "To understand one another kindly is the business of the hour."

Having thus briefly stated the facts of the situation in respect to what has been said by the college men, the work of the schools, and the feeling

and desire of both parties in the controversy, I wish briefly to offer some suggestions from the standpoint of a school-man as to how the colleges may give us substantial help in doing better work, not only for them, but for the larger public whom we serve.

And first, I suggest a more thorough acquaintance on the part of the colleges with the schools, their aims, the place which they occupy in educational work, the actual condition of their work and their difficulties. School men, as a rule, believe the college and university are rightly regarded as the head and crown of our educational system, and this for two reasons: (1) we are nearly all college-bred and are therefore imbued with the college spirit; (2) we all love learning and are never so glad as when we can induce those under our care to go on to something higher after leaving our hands. Our aims are one with those of our *Almae Matres*, so that it is simply impossible that there should be anything but an earnest desire on our part to serve the colleges well.

But the peculiar place occupied by the schools ought to be carefully considered. Except in the case of a very few schools, preparing pupils for college is a comparatively small part of our work. To the majority of our pupils we are the last of their educational opportunities and this adds greatly to our difficulties, from the fact that a college preparatory course is not the best equipment with which to send out those whose school life ends with us. A careful consideration of this one fact ought to convince the colleges that some sort of accommodation must be made with the schools and that for the former to be too unyielding is fraught with danger to themselves, and through them to the cause of general education: to themselves in the loss of some of their best and most desirable pupils; to the