

meager and materialistic curriculum with something of that spirit and wealth of intelligence that are the product of the higher schools. And one of the problems of the college is precisely to make its store of learning more available to the masses, make it count for more in the everyday life.

But the high school is the connecting link and it must bear the brunt. Unless I am a false prophet, we shall soon see the same thoughtful attention which for the past fifteen years has characterized discussion of the relation of high school and college, speedily, transferring itself over to the problem of a more organic and vital relation between the high school and the grades. The solution of this problem is important in order that the democratic movement may not be abortively arrested—in order that it may have its full sweep. But it is equally important for the sake of the college and in the interests of higher learning. The arbitrary hiatus which exists at present reacts as unfavorably in one direction as in the other.

First, it limits the constituency of the college; it lessens the actual numbers of those who are awakened to the opportunities before them, and directed towards the college doors. Secondly, it restricts the sphere of those who sympathetically and vicariously feel the influence of the college, and are thus led to feel that what concerns the welfare of the college is of direct concern to them. The attitude of the mass of the people to-day towards the college is one of curiosity displaying itself from

afar rather than of immediate interest. Indeed, it sometimes would seem that only athletic exhibitions form a direct line of connection between the college and the average community life. In the third place it tends to erect dams which prevent the stream of teachers flowing from the college walls from seeking or finding congenial service in the grades and thereby tends automatically to perpetuate whatever narrowness of horizon or paucity of resource is characteristic of the elementary school. Fourth, it operates to isolate the college in its working relations to life, and thereby to hinder it from rendering its normal service to society.

I pass on now to the second main line of problems—that having to do with preparation for college on one side, and for life on the other. Ultimately this is not a different problem, but simply another outgrowth of the same question. A few years ago a happy formula was current: the proposition that the best preparation for college was also the best preparation for life. The formula was such a happy one that if formula ever really disposed of any practical difficulty, there would be no longer any problem to discuss. But I seem to observe that this proposition is not heard so frequently as formerly; and, indeed, that since it was uttered things seem to be taking their own course much as before.

The inefficiency of the formula lies in its ambiguity. It throws no light on the fundamental problem of Which is Which? Is it preparation for college which sets