

able to give any child command of his own powers, whether he go to college or not.

Now all this intensification and enriching, past, present, and especially prospective, is very largely the outcome of the pressure of the university upon the high school, reflected down and back. No other influence, save the introduction of manual training, has compared with this ; and that has been largely induced and fostered by the introduction of engineering courses in the college, and the founding of higher technological schools.

Is the influence of the high school upon educational methods exhausted in the lines already spoken of ? There is one great possibility, as yet unrealized, so far as any systematic effort is concerned. This is the preparation by the high school of teachers for the lower grades. The simple fact is that this is one of its chief functions at present, but the high school is doing it only incidentally and unsystematically. My query is whether the high school must not awaken to consciousness of what it is already doing by the way, and make that one of its chief functions. The query is whether the high school stands quite justified before the community, until it shall recognize and equip itself for this task ; whether the performance of this function would not do away with the last vestige of grumbling about, and attack upon, the high school.

Certain facts stand out beyond any peradventure. Fact one, there is not a sufficient recognition of the need of professional training to send all would-be teachers to the normal school ; fact two, the normal schools are not numerous enough nor well enough endowed at present to fit all possible teachers ; fact three, the normal schools have at least half their time taken up, at present, with high school, non-professional work ; fact

four, the average school board will rarely go outside its own town and school system for a teacher in the "grades." Conclusion ; the high school is the chief source of supply, and, therefore, *must be the chief hope and mainstay*, in the matter of furnishing teachers for the lower grades.

This being the case, the only cause for surprise is, not to hear put forth the idea that the high school should consciously assume this responsibility, but that the public has so long tolerated the fact that it has not assumed it. It is true that many of the high schools now have training classes, as graduate courses, annexed to them. This is undoubtedly a great help. But this is not precisely what I have in mind. I mean that the high school, in its own organization, should regularly provide for the training of capable teachers for the lower grades.

Now I suppose the feeling of many of you in sympathy with the general trend of these remarks is that, under existing circumstances, such an undertaking is impracticable. The curriculum is already overcrowded ; we want fewer courses rather than more ; fewer studies rather than more. We are already at our wits' end because of the pressure from the university, on one side, and that of the business sense of our community on the other and lo and behold ; here is a proposition to add still more to our burden ; I reply "amen" to the spirit of this response. But I believe that when anything really requires doing, the attempt to do it will introduce order and ease rather than confusion and hardship. I believe we are bound to assume this even if we cannot see our way clearly through in detail. But there are certain suggestions which may be made in the line of indicating where the principle of order and economy will be found.

1. In the first place, the introduction of a training course would give a