

the standard for preparation for life, or is it preparation for life which affords the proper criterion of adequate preparation for college? Is the high school course to be planned primarily with reference to meeting the needs of those who go to college, on the assumption that this will also serve best the needs of those who go into other callings in life? Or, shall the high school devote its energies to preparing all its members for life in more comprehensive sense, and permit the college to select its entrance requirements on the basis of work thus done?

I shall not attempt to solve this problem and for a very good reason. I believe that there are forces inherent in the situation itself which are working out an inevitable solution. Every step in the more rational development of both high school and college, without any reference to their relationships to each other bring the two more closely together. I am optimistic enough to believe that we are much nearer a solution of this vexed question than we generally dare believe. Quite independent of any question of entrance requirements, or of high school preparation, the college is undergoing a very marked development and even transformation, on its own account. I refer to such developments within the college course as the introduction not only of the Ph. B. and B. S. course side by side with the older classical courses, but also to the forward movement in the direction of a specific group of commercial and social studies; and to the tendency of all universities of broad scope

to maintain technological schools. I refer also to the tendency to adapt the college work more and more to preparation for specific vocations in life. Practically all the larger colleges of the country now have a definite arrangement by which at least one year of the undergraduate course counts equally in the professional course of law, medicine, or divinity as the case may be. Now, when these two movements have reached their fruition, and the high school has worked out on its own account the broadening of its own curriculum, I believe we shall find that the high school and the college have arrived at a common point. The college course will be so broad and varied that it will be entirely feasible to take any judicious group of studies from any well organized and well managed high school, and accept them as preparation for college. It has been the narrowness of the traditional college curriculum on one side and the inadequacy of the content of high school work on the other which have caused a large part of our mutual embarrassments.

I must run rapidly over the problems referred to under my third and fourth main heads—those having to do with adjustment to individual needs, and to the social uses of the school. I take it that these illustrate just the same general principle we have been already discussing. The school has a tradition not only regarding its position in the educational system as a whole, and not only as regards its proper curriculum, but also as regards the methods and ideals of discipline and