

all-important service—to give the actual work of first-hand teaching its true status as a fine art. This means above all a vast extension of our agencies for the initial preparation of teach-

ers. This will solve the problem and nothing else will.

—Dept. of Superintendence,
Chicago Meeting National Education
Association.

TESTING A SCHOOL AND A SCHOOL SYSTEM

Before attempting to foretell the final evolution of the standard-test-scale-statistical plan, I would point out that, without the aid of statistics, there are certain conditions of school work which, when present, raise a strong presumption of efficiency; and, when absent, raise an almost equally strong presumption of inefficiency. Some of these conditions are:

1. The school authorities should control the use of school moneys and should not be subject to the political officers of city, county, or state.

2. The board of education should be the supreme authority in a school system, but it should not operate the system. Its function is to act as a brake on school officers who are too radical in their changes, to spur on those who are indolent, to get rid of those who do not "make good," and to pass judgment on educational policies.

3. There should be ample and efficient opportunities for training teachers, not only neophytes, but those in the service.

4. Teachers should be paid such salaries that they can live in a way befitting their high calling and take advantage of opportunities for self-improvement.

5. There should be prevalent among the teachers a high ideal of professional ethics.

6. In the schools all work of a routine nature should be one in a fixed order.

7. In work that admits of continuous progress, superintendents and principals should contribute their share of enthusiasm, skill and knowledge, and they should elicit the skill, the enthusiasm, and the initiative of teachers.

8. Teachers should be familiar with and should practice the most approved methods of teaching.

9. The physical health and strength of children should improve as they proceed through the grades.

10. There should be definite standards of attainment for all subjects of study in all grades, but particularly in the highest grades, kept constantly before the minds of both teachers and pupils.

11. The leading motif of the school should be hard, earnest work to conquer difficulties and the atmosphere should be one of joy over difficulties conquered.

12. The subjects of study or the pursuits should never be so numerous as to dissipate energy instead of cultivating the habit of concentration.

13. There should be adequate means of testing results. What do the children know? What can the children do? Are they improving in physical vigor and endurance? Are they acquiring the school habits? Are they improving in the power of concentrating attention? Are they habituated to careful reflection on the day's work?