

who studies the possibilities of his profession and prepares to forestall the hard school of experience, who studies carefully the practical situation and who applies the knowledge acquired, is likely to rise thru the mass to leadership. Our system of schools is not so much a corporate system as a personal system. "As is the teacher so is the school" has been quoted thousands of times, and it is peculiarly applicable to the relation of the superintendent to the more extended area of an American school system. We have been much interested during the last few years in the discussion of the best methods of providing for the elections of efficient School Boards in this country, and a very necessary and laudable work it is, but time and again we have found a Board which in number of members, mode of election, and subdivision into committees transgressed all the rules upon which we had agreed as proper—and yet there was an excellent system of schools in that city. The reason was not far to seek. There was a superintendent who was a man of intelligence, who studied the possibilities of his business, who kept informed of experiments and progress elsewhere, who was not carried hither and thither by every wind of educational doctrine, who could tell foods from fads, and who, therefore, had the confidence of the public. He was a trained man along the practical lines, and such is the kind of man whom we are trying to develop in departments of education thru our courses in the organization and administration of schools and school systems. We are anxious that as soon as possible we may be able to say, that it is not true of America, as Professor H. C. Armstrong says it is of England, that the control of the educational system rests almost entirely in the hands of politicians and amateurs.²

² Since this was written, I have read with great pleasure the address of Mr. Clinton Rogers Woodruff before the Commercial Club, of Boston, on the evening of the fourth of March. He discussed various phases of municipal government, and in a peculiarly convincing manner analyzed the situation, and suggested practical remedies. In the following extract I have taken the liberty of substituting "systems of school government" for "municipalities," but have left the remainder unchanged. Mr. Woodruff's analysis of inefficiency holds good for school affairs and the changes he advocates are exactly what we are trying to bring about by our study of the organization and administration of schools and school systems.

"One far-reaching cause of the inefficiency in our systems of school government