

with sinking heart, the necessity of economizing somewhere; and the only place where he can economize is, as he knows, at the sacrifice of his immediate efficiency and his ultimate prospects. Those who so freely denounce the teacher who has abandoned all effort toward improvement are not always aware of the sad tragedy in the lives of those who seem contented "fossils." With proper means, through an "honest stipend," such might have been saved to do good work for the community; and the blame for their inefficiency is not theirs but the community's.

Others with more energy and greater opportunity strive to add to their wages by extra earnings; and since their salary from teaching is at least certain, efficiency being of no account, they ultimately come to devote the greater part of their energy to the making of their extra earnings. Few have either the ability or the opportunity to obtain such employment along lines which will improve their efficiency as teachers. They must either take private teaching, the most wearisome of all employments to one whose day is occupied in similar work, or find some light business employment which will bring them in the necessary addition to the salary. Generally such extra earnings are obtained by a disproportionate expenditure of energy, willingly given, that the margin between misery and happiness, between poverty and comfort may be safely passed. And the result invariably is that the staple employment suffers. Less and less energy is expended, less and less thought is given, the school work is more and more reduced to routine; and to the occasional prickings of conscience there is the ready answer that as much is being given as the pay deserves.

The result is that the standard of efficiency among teachers is low. We multiply subjects and extend codes

till we include all the sciences (and some that are not sciences); and yet we neglect the weightiest matter that makes for efficiency. We trouble ourselves much about the subjects and their proper co-ordination, and but little about the real conditions of the fitness of the teacher. For the fitness of the teacher is not a matter merely of preliminary training and of scientific methods. It is a matter of daily striving and of constant effort; it is a matter of inspiration and fresh contact with the ideal; and these things are denied to the teacher by the inadequacy of his remuneration. Without them our most perfectly elaborated systems and methods are useless, or worse than useless. The more complex the machinery the more skilled must the operator be. Yet by our niggardliness in the matter of salaries we are driving the skilled operator out of our schools and committing the highest social work to those who are not competent to succeed elsewhere, or too young as yet to try. We ought not to commit our educational machinery to the care of children. We need able men and women to do the work; but mature ability cannot long be commanded at our price. All who have either energy or ability early leave the profession and seek a better career for their talents. Not half of our teachers have been engaged at the work for even the short period of three years. The teaching staff is continuously recruited from the ranks of the young and the inexperienced. Children of seventeen or eighteen are not fitted to teach; but, while the wages of teaching remain as low as they are, it is the services of children only that we can command. Yet surely it is more economical to pay well and have the work done than to pay poorly and have it botched and mangled. We need not take the ethical ground that a laborer is worthy of his hire. On the lower grounds o