

are "for the encouragement of industry." The teacher for whom there are no prospects of bettering his condition quickly loses hope, and with hope all incentive to further effort. The compelling power of a high ideal may keep him to his work, but much of his energy is lost in the moral effort; and there is a lack of that spontaneity which is the soul of all good teaching. A sense of being unfairly treated tends to promote inefficiency. A man is no sooner convinced that he is not being paid what his labor is worth than he endeavors to secure that he does no more than he is paid for. The sense of injustice will pervade his whole being and hamper his every effort to do his duty faithfully. No man can possibly do the best that is in him to do while he is under the influence of this feeling. In other occupations this factor has been recognized. No bank will long continue to allow its servants to cherish this feeling without noticing a distinct falling off in its business, and no employer can have his men think hardly of him without being made to pay for it, sooner or later. That it has not been also recognized in the case of teachers is due to the absence of self-interest in the employer; but it is present, none the less, and present to an even greater degree. For the work of a teacher is never purely routine, and can never be fully tested except by the teacher's own conscience. Indeed, the more routine-like it becomes the less efficient is it; and the teacher who feels himself unjustly treated, and is yet driven by his conscience, begins to regard his work in a purely routine spirit. It is true that many cannot help themselves. They are committed to the profession and cannot change; and their sensibilities may be safely outraged without driving them away. But it is precisely the teacher in this position who realizes most keenly the injustice he cannot resent,

and is under the greatest temptation to accommodate his work to his remuneration.

It surely needs no proof that the efficiency of a teacher is a variable quantity and is not to be measured by years of experience, by learning, or by training. It depends almost entirely on the disposition of the individual and on his efforts to improve himself. The teacher who has ceased to be a student rapidly ceases to be a teacher. He may retain the name and continue the form of teaching, but the inspiration has gone out of his work; and the effect of it will not long be hidden from his pupils. These may not be able to explain the causes of things, but they are, none the less, aware of the difference. Nothing so quickly destroys in the teacher all desire for further study as the consciousness that nothing matters. A few may, from sheer love of knowledge, pursue their studies, but the great majority quickly cease from all effort as soon as they discover that effort brings no reward. Even where there is every desire to continue studying and learning, a small salary may eventually reduce the teacher to the dull level of those who make no effort. The salary remains small, but in the nature of things, his expenses increase. Little professional luxuries which, at first, can be afforded, must be sacrificed to the imperious demand for the daily bread of those dependent on him. The professional paper or magazine, the occasional visit to a summer school, the general or professional lecture which seemed necessities at one time must be sacrificed; and then the teacher begins to tread the primrose path of inefficiency. As a rule it may be said that the teacher who does not subscribe for some professional paper is self-branded inefficient. Yet, with the demands there are on his scant wages, the sacrifice is inevitable. Many and many a teacher has seen,