

Hence, fitness and efficiency must be considered together. The test of fitness is whether or not the occupation appeals to him who has engaged in it; whether or not he is equipped mentally and physically for doing the work; whether or not he enters upon it each day with renewed zeal, enthusiasm, and interest; the one test of efficiency in the workman is the result of the work.

The object of teaching is the moulding of character; and, by the quality of the character-moulding in any given school, the efficiency of the teacher must be judged. There can be no other standard by which to measure the work. Ability on the part of the pupils to pass examinations or to acquire high marks cannot be the test of a teacher's efficiency; nor can failure of students to pass examinations or to obtain high rank be proof positive of a teacher's inefficiency. The dull student is the real test. Has the teacher made his going to school worth while, even if he has not been able to teach him the required lessons?

In the modern system of education the individual teacher is but one of many units in a careful organization, without means of measuring directly the value of his personality in the school work. The conscientious teacher will not be satisfied with the certificate of efficiency implied in the ability to hold his position, or in the praise he receives because a large percentage of his pupils grade according to the prescribed routine; but will seek some criterion of his individual fitness as an educator.

As a starting point, the teacher may be sure that his worth to the organization of which he is a part is in proportion to his intelligent appreciation of its aims and methods and to the degree of enthusiasm with which he attacks the work specially assigned to him. Even the minutest part must fit the machine, if any individual excellence which it may possess is to be worth anything.

Another test which any teacher can apply to his personal qualifications is the determination of the quality of the knowledge which he imparts to his pupils. Here lies a strong proof of efficiency or the opposite. Theoretical knowledge, acquired from books and lectures, may be transmitted from generation to generation. Such knowledge will give the student information; will enable the teacher to conduct daily lessons with brilliancy, even; will fit the pupil for higher grades; but such instruction is sterile, it bears no fruit in the real mental development of its recipient. The information which it is the duty of the teacher to impart should be stamped with the impress of his own individual thought and experience. The teacher who merely repeats lessons which he has previously learned may find attentive pupils; but scholars are made by teachers whose learning, whether little or much, is inseparable from their personality.

The influence of the really efficient teacher over his pupils is not re-