

stricted to the classroom. He or she should represent to their minds the guiding and uplifting power of education and experience and be their confidant and adviser in the countless problems that perplex youth on emerging from the protection of the home.

To sum up the matter, then,—the teacher must measure his efficiency by the success he has in impressing his individuality upon his pupils. The more perfect the system of which he is a part, the greater is his efficiency if he succeeds in remaining an individual, even while performing perfectly his function as a part of the machine's mechanism. The temptation to be content with being a smooth-working part of the well-oiled whole is a very great one. The manner in which one rises above and overcomes this temptation is his test of efficiency. Again, the teacher's efficiency is measured by the attitude of his pupils towards him, by their belief in him, by the atmosphere of confidence and trust which surrounds him. This efficiency does not come with diploma and collegiate degrees; it comes from within.

Fitness for a position can rarely be acquired; one is born fit, not made so; but efficiency may be gained by constant and unremitting thought and never-flagging interest in the work upon which one is engaged.

KIND WORDS FOR US

A vivid account of President Wilson's reception last month of a delegation of American Indians presenting a memorial on behalf of the Society of American Indians is contained in the January issue of the Chemawa American, a monthly magazine published by the United States Indian Training School at Chemawa, Or.

Some of the most representative men of Indian blood in the United States were present to plead with the president to use his influence to release members of their race from enforced governmental wardship.

A digest of Commissioner Sells' annual report for 1915 and intimate sketches of life at Chemawa made for a highly interesting publication.

The Chemawa American is printed by apprentices at the Willamette valley institution and is devoted to the progress of the Indian race and the chronicling of everyday life at the school.—The Oregon Journal, Portland, January 18, 1915.