

this development, have reached that stage in their growth where the future development demands still greater improvement. Hence Indian education must become a subject of study and investigation, not only by a few interested men and women, but also by our foremost educators and publicists and by the vast majority of our teaching force. Our teaching force must be made to feel the greatness of their subject; lead to realize greater confidence in their ability to accomplish results, and immensely inspired in the greatness of the undertaking.

THE TEACHING FORCE

United States Commissioner of Education P. P. Claxton, has well summarized the importance of the teacher in the following language, but his language is none too strong for teachers—both academic and vocational—in the Indian service:

“The most important factor in any school is the teacher. With able men and women as teachers, well educated, well trained, and possessed of professional knowledge and skill and of a right understanding of the aims and purposes of the work of the school, almost any school may succeed regardless of all other conditions. With incapable men and women of the weak and negative type as teachers, uneducated, untrained, with no professional knowledge, unskilled and having no adequate conception of the life the pupils are to live and the work they are to do, or of how the school should help toward either, no school, however housed, or equipped with whatever apparatus, however organized, or whatever its course of study on paper may be, can hope to do more than a small fraction of the good it should do. It may even do more harm than good. True of all schools, this is especially true of schools in the open country, villages, and small towns.” This, as I see it, is the greatest question now before the Indian School.

Hence in order to develop the system, a better and more efficient service is required—employees having higher qualifications and a greater willingness to develop the service. Many of the present force are not sufficiently interested to develop new policies. The Indian service unquestionably has many excellent employees; men and women of splendid dispositions, high motives and judgments, and they are doing a splendid work—in fact, about all that is really being done. Some of these people need and deserve much more remunerative places higher up in the work—and will probably be promoted whenever their services are found out, but the direct and indirect influence of the inefficient often neutralize the good work of the better employees and oppose real progress. But unquestionably, in some instances, the present force should be greatly stimulated or else a more effective teaching force secured. Our teachers, especially in the vocational subjects, are very often defi-