

cient in scholarship and in inspiration and professional culture. Hence, they are also lacking in the power to initiate; in short, they are lacking teaching ability and hence are not really teachers. If the vocational subject is to be the major work—and it should be—then the persons in charge of vocational work must in teaching ability be the equals of the academic force. They are not and as a natural result their work is naturally haphazard and mechanical. Such teachers are more often prone to complain and magnify petty differences. More scholarship and training, in conjunction with the contact with better teachers, and a desire for acquiring information seems to create a more wholesome spirit and ambition—we need more of these things in the work. The service must have people of broader culture, nobler ideas of the work and of higher visions. We want more people who draw the salary to teach and fewer who teach to draw the salary. We are very much in need of what one educator has called educational evangelism—that inspiration that loves to work that the work may make better workers. We want more life and less dead routine; more real growth and less prating on experience “with the Indian,” and then we may expect more love for the work and less of the dull drudgery. No person can remain long in any work, unless he grows and develops, without becoming antiquated in methods and teaching. Growth is essential to inspiration and the person who does not inspire others is pedagogically dead, and furthermore soon becomes a retarding force. The best teachers are those who are progressive, and the longer he progresses the better thinker, worker, and teacher. It is not age but fossilization that destroys the teacher’s usefulness. The fossil becomes a hindrance while the person who is interested and progressive becomes stronger, more inspiring to students and associates, and more profitable in the service—his enthusiasm is both contagious and infectious; it does not merely make bouyant its possessor but spreads and gives hope to all within reach. Hence we often find that the poorest and best employees are those who have been in the service longest—but it pays to keep the progressives and let go the non-progressive.

The system is burdened by employees engaged for their supposed practical skill and ideas. The opinion seems to prevail that if a person be a practical workman but little scholarship is needed; prowess and vocational skill being considered all that the person who is to direct the class or group needs—the teaching side of the vocational training is overlooked. Hence, as a class our vocational teachers are very impractical in their plans—they can neither instruct nor handle a group of students, and in short they are deficient in training ability. They might be compared to the fruit tree drawing its food from a too rich soil and producing an abundance of life and green leaves, but no fruit. We must have men and women of vocational teaching ability. The bar and the pulpit,