

the railroad and the shop, the factory and the farm, are demanding more training, and so the day has arrived in our schools—and Indian schools should be no exception—when the persons in charge of the young must know their business. Vocational training and teaching ability are just as essential in the vocational work as knowledge and teaching ability are in the academic. Fewer vocational subjects and better vocational teaching would secure greater results. We need more than a shop-workman; the times call for shop-teachers who are also workmen; men and women who by their own living inspire and stimulate others.

Again the proportion of cheap labor to trained foremen is too large—cheap labor when in charge of the training of the young is dear at any price. One first-class vocational teacher and skilled workman would probably cost twice as much, but could do more for the service than the average four are now doing. We are sorely in need of extra strong teacher-workmen to instruct the students, and to supervise the assistant workers, and even give them instructions. Our superintendents should be strong enough to plan, direct and supervise the general work, but the heads of the group of subjects should do most of the teaching and internal developing of his group—the working of students outside of instruction should be left largely to foremen, working under his immediate direction. This would provide better instruction, closer supervision, provide for more economic use of the student's time and result in better financing and more productive work. There should not be even in our largest schools over five or six heads—the ideal being heads for the home-making group (girl), mechanical group, agricultural group, trade group and academic group. This would give better instruction, closer and more skilled supervision, greater unity, less friction, stronger correlation, and at a saving of money. We are inclined to rate too much on the amount of experience and not enough on the kind of experience—more attention should be given to the quality rather than the quantity of experience. Public schools in the states that base the salary ratings on experience solely are usually noted for slow, non-progressive teaching. On the other hand, frequent changes are not desirable unless poor workers are improved or weeded out.

The Indian service must have teachers with greater vocational training and skill; with pedagogical ability that they may apply their knowledge more scientifically; and best of all, a hope, confidence, and inspiration that will live and give inspiration to the service. Then will a system develop which will give adequate returns for investments, and then only will petty bickerings cease and hope and progress prevail. The idea prevailing in some sections, that anybody can teach the Indian, is of course a great mistake, a companion idea to the old one that