

nized leaders, is more excellent. To make the boys and girls enthusiastic the teacher must become enthused.

In order to protect the employers the pay for salary while absent is often prorated on the return of the teacher. For example: A was on a salary of sixty dollars per month and asked and obtained permission to attend an agricultural college for three months. He attended three months, at a time when he could best be spared, completing one quarter's work and returned to his duties wiser, much enthused, and more active in developing his subject. The salary he would have received, if he had remained, was one hundred and eighty dollars (at sixty per month) was prorated—fifteen per month for twelve months—making his total salary seventy-five per month for twelve months on returning. At the end of twelve months he was offered one hundred a month. So that his board had enjoyed having a teacher worth one hundred per month for seventy-five—a clear gain of three hundred dollars. Deducting the salary for the previous summer which had been prorated still left a gain of one hundred and twenty dollars. It pays to induce our best workers to improve themselves. The benefits are mutual as between employed and employers.

4.—Special Bulletins. Perhaps the most popular plan inaugurated recently is the scheme now being carried out by the United States Commissioner of Education of issuing special bulletins. We refer to the plan of selecting strong workers in rural education, sending them to fields where advanced work along connected lines is being done, and have them write bulletins for the masses of teachers, and then putting this material into the hands of teachers to be used in popularizing the subject. Similar work might be done for the Indian Service. These reports should be carefully made and printed and circulated among all employees. For illustration, the system of vocational, religious, and academic instruction now being carried out at Gary, Indiana, which is arousing great interest and discussion, in our opinion might and probably will have an important bearing on Indian work. For further illustration, their year's work is divided into four quarters. If this system were applied to our Indian schools, with success, it would give one-fourth of the student body free all the while for productive work. Under a judicious arrangement of the work of each student it is possible for him to still get as much or more academic training; as much vocational training and three months' experience either in outing, real work at home, or with the school. The running expenses for employees might, and probably would, be less. There are many other systems of education that doubtless would offer many useful suggestions. These bulletins might even embrace special manuals in academic or vocational work. Some states and even a few counties have issued manuals or de-