

Bachel Institute, Kansas.

3. Best and most practical way of teaching sewing.

Miss Fannice E. Merrihow, Steamers, King Mountain Indian School, Oklahoma.

4. The varying and proper care of a larger quantity and greater variety of vegetables on school farms for use in practical lessons.

Mrs. Marie A. Schuck, matron, Poncha Indian School, Arkansas.

TEACHERS' ROUND TABLE.

TUESDAY, July 8.

Chairman, Miss Abbie B. Busby, Teacher, Crow Creek Indian School, South Dakota.

1. How may the compulsory exercises inculcate habits of thrift and economy?
Miss Gertrude A. Walker, Teacher, White Earth Indian School, Minnesota.

2. How may the training of the Indian child be made such that he can directly take advantage of it on the reservation after leaving school?
Miss Laura H. Bacon, Teacher, Omaha Indian School, Nebraska.

3. Teachers in the Indian Service should keep abreast of the times in their methods of instruction and management.
Mrs. Tama M. Wilson, Teacher, Cantonment Indian School, Oklahoma.

4. The practical advantage or more oral and less written work for the part of older pupils.
Miss Lydia E. Kaup, Principal teacher, Mt. Pleasant Indian School, Michigan.

WEDNESDAY, July 9.

1. How can we impress Indian students with the thought that industry and economy are necessary to their future existence, individual and as a race?
Miss Abbie B. Busby, Teacher, Crow Creek Indian School, South Dakota.

2. Most practical and less mechanical work in the grades.
Miss Ella H. Gilmore, Teacher, Cheyenne River Indian School, S. Dak.

3. How to make the Indian see the importance of industry and economy.

Miss Clara McAdam, Pipestone Indian School, Minnesota.

4. Teaching the little children housekeeping with dolls as suggested in the Course of Study.

Miss Jessie Mattison, Teacher, Onaska Indian School, Wisconsin.

Mrs. Mollie J. Robbins, Teacher, Pine Ridge Agency, South Dakota.

THURSDAY, July 10.

1. The necessity of frequent drills in phonics and articulation.

Miss Ella L. Kendall, Teacher, Blackfoot Indian School, Montana.

2. How can literature be made an aid to industrial training in Indian schools?

Miss Elsie Brooker, Teacher, Sisseton Indian School, South Dakota.

3. The day school teacher as a field matron.

Mrs. Clara C. Covey, Teacher, Pine Ridge Indian School, South Dakota.

4. How may the social, moral and religious training in an Indian school be made equal to that of a good home?

Miss H. Catherine Buckley, Teacher, St. Mary's Indian School, Wisconsin.

LOCAL AND PERSONAL.

Who said PICNIC?

The painters painted wagon last week. Theresa Chewaw visited friends at the school Friday.

Those lively youngsters had a pleasure for the bicycles.

Mrs. and Miss French have a very beautiful flower garden.

The new two story which the hotel is practicing is a lively one.

Miss Elma Kuegel, accompanied by Miss Dimes, visited the printing office last week and renewed her subscription.

Supt. McArthur of Siletz spent a day at Chemawa paying off some of the Siletz children who are pupils here. He inspected the various departments, and spent a couple of hours on the tennis court with Mr. Porter where he whiffed the racket as an old professional.