

employees in the service to have sympathy for them in their struggles for advancement. He spoke in a highly complimentary manner of the Chemawa School and its present management.

Address. J. H. Ackerman, State Superintendent of Public Instruction.

Subject. The three H's. Representing the head, the heart and the hand. Mr. Ackerman emphasized the importance of making education practical. A student must be taught to live, to prepare himself for great usefulness in life and never be allowed to entertain the idea that an education is for the purpose of enabling him to live without work.

THURSDAY, AUG. 21, 1902.

Meeting called to order at 9:30 A. M. Superintendent Ashury acting chairman. Prayer by Rev. Winan.

Paper Domestic Science in Indian Schools, written by Mrs. Mary Tholer, Matron, Salem Indian School, and read by Miss Boyd. Dr. Cushman, D. D. McArthur thought the cottage plan spoken of in the paper to be an ideal one but impractical on account of the character of the present Indian School plants and the great expense that would be necessary to make such a change. Mrs. Ashur stated that Domestic Science work could sometimes be taught advantageously in connection with the laundry work. Miss Boyd expressed it as her opinion that Fish Matrons should be able to do much practical work with the older Indians in visiting their homes, especially where they lived in villages. Supt. Ashury thought that where conditions were favorable for the cottage system that it afforded the best kind of instruction.

Subject. Environment an obstacle in Indian education. By Assistant Superintendent W. P. Campbell, Salem Indian School.

In the discussion that followed Superintendent McArthur advanced the idea that to induce children to attend the non-reservation schools was worthy of all praise but the fact must be borne in mind that the land reserved for the Indian children or the settlement in the reservation and there the Indian will eventually reside.

He should be educated so that he will, by well directed labor, transform the reservation from its present condition. Superintendent Chascraft favored the cottage system as presenting the most favorable environment for Indian youth. Mrs. Campbell stated that many persons receiving Indian girls into their homes expected them to do too much drudgery and did not give them proper training or place in the family.

Subject. The Evening Hour. Valuable suggestions were given by Miss Ruel, Mr. Werner and others.

Subject. How much Government Money should be expended on a single Individual Indian and how to recompense the Government, by Superintendent Charles E. Shell, Greencville, California.

Subject. If Industrial Education is the proper course for Indians then is it not of equal importance to have practical industrial teachers for superintendents etc., by Mr. Morris W. Conger, Industrial Teacher, Puyallup, Wash. Discussion by Supt. Ashury, Mr. Gardner, Asst. Supt. Campbell, Dr. Cushman and others. In this discussion the idea was expressed that while practical knowledge of the various departments was very desirable to a Superintendent it was expected that the head of each department would be a skilled specialist in the work of that particular department and if so only general directions would have to be given by the Superintendent; however, it was admitted and regretted that not all employees were competent to work out the details of their departments and in such cases it was necessary for the good of the school that the Superintendent give specific detailed instructions in regard to the work. All Superintendents would prefer to follow what is known as the "broad gauge" plan giving only general directions but from the lack of ability on the part of some employees it was necessary in some instances to follow the "narrow gauge" plan giving special detailed instructions.

Motion. That the chair appoint a committee of three to draft resolutions to be presented at the business session. Carried. The chair appointed the following committee: Supt's, McArthur, Shell and Miss Boyd.