

tional association from a particular branch (the department of Indian education) for Indian workers. Year after year, at each annual convention, the workers in and out of the service, all over the country, meet on a common platform for the discussion of ways and means for the betterment of their work. She also instituted and encouraged the holding of local institutions for local needs (not always met by national institutes) in each Indian district. It was over such an institute, the Pacific Coast institute of 1902, that I had the honor to preside for the last week of August, 1902, at Newport, Oregon.

"But above everything else, Miss Reel is intensely practical down to the very ends of her energetic finger tips, and somehow or other she infuses that practical way of looking at things into her subordinate fellow-workers and she inoculates them surely with her irresistible enthusiasm. She has planned, mapped out and constructed courses of study in every branch of work possible in Indian schools—down to basket weaving, rug making and chair canning. This course of study is the very basis and foundation now of Indian education. It is now considered feasible and indeed obligatory to teach sewing just as carefully and progressively, step by step, yes, even stitch by stitch, as it is to teach geography or to inculcate the accomplishment of playing "Maiden's Prayer" even down to crossing the hands in playing. Sewing, cooking, baking, housekeeping, laundry work, all of the lowly but highly and altogether necessary domestic accomplishments are now taught, in classroom and workshop, just as the purely scholastic branches are taught. And furthermore, the correlation between the various phases of the work in classroom and workshop are kept constantly and compulsorily before both pupil and instructor.

All over the country now the Indian schools are working along one common line with the same course of study mapped out but so infinitely elaborated as to provide ample room for local development along lines best adapted for local development. The elaboration of this remarkable course of study, which has received the approval

and commendation of educational leaders all over the country, has been the patient, plodding, careful, laborious work of years. That it has not been without a reasonable measure of fruition already is clearly to be seen. At the Pacific Coast institute of last summer, among other distinguished guests, we had as our guest the Hon. P. L. Campbell, the president of the state university of Oregon. In the course of an address he made the following statement:

"I wish to make a confession of the surprise, not to say astonishment, which I experienced when I had the opportunity last fall of visiting the Indian schools at Yainax and Klamath. The combination of industrial work with academic training, a dream of mine for many years, here I found more fully and satisfactorily carried out than in any school I had ever visited. The work of the boys in the shops and of the girls in the housekeeping and dress-making rooms was real work, with clearly valuable, immediate result. I am confident that our public schools will eventually have to learn the important lesson of the combination of industrial training with schoolroom instruction from the Indian school service.

"Truly might our worthy superintendent, Miss Reel, exclaim with the Latin poet of old:

"I have builded a monument more enduring than brass"

Carlisle Indian School.

During the Summer vacation last year 511 students of the Carlisle Indian School were employed on farms. The school has now existed 25 years, and of its graduates since 1889, 296 are now living. Most of these are now farming; there is one in the army, another practicing law, and several are clerks in banks and stores. Last year the entire student body, numbering 1000, earned \$31 619, and in the savings bank conducted by the school the Indian boys have \$20,000 and the girls \$14,000, which is drawing 4 per cent interest. Only three of the graduates have turned out a discredit to Carlisle.