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PER YEAR.

The
Indian School
Journal

PRESIDENT TAFT SAYS:

There is no desire for territorial aggrandizement in this country. The people will not permit the Government to take any territory, if it would, or to interfere except to aid these foreign people to maintain peace and order with in their borders. We have had wars and we know the horrors and burdens they bring and would have none of them and need no more territory. But we have attained great prosperity and have been powerful in our community, and therefore on us is the responsibility for peace in our neighborhood and the burden of helping the nations that cannot help themselves, if we can do it peacefully.

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A Magazine Printed By Indians

The Indian School Journal

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EDGAR A. ALLEN, Superintendent.

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REVIEW AND COMMENT.

Thrifty Indians.

In 1894 Billy Hodjoe was a student at Chilocco. In 1911 he is a farmer about three miles out from Shawnee. Driving past his place the other day I had occasion to stop in and get a drink, water a thirsty team of horses and at the same time hear what Billy had to say for himself. He had just come in from thinning cotton, hot and thirsty, but feeling mighty independent, for you know he was earning his living on his own land and making as good crops as any white farmer around him. He has a good home and it is kept up in a manner that is a credit to the community. It seems but yesterday that Billy was a student at Chilocco, and now he is planning to have a daughter come to us this fall because he likes the industrial features of the school. Near to Billy's farm is that of David and Margaret Abrahams, old friends of mine, students in earlier years at Carlisle. They learned "by heart" the motto emphasized there at the time, "stick", and they are sticking. A year ago they asked to have the restrictions removed from Margaret's allotment (David is one of the Michigan Indians who was given no land) so that they could demand half the road, as the husband expressed it, because they, too, were tax-payers. Last year David produced eight bales of cotton on the same area that was needed by his white neighbor to produce two. We found him out in his cotton field under a wide brimmed straw hat, hoeing as though his life and the lives of his wife and two babies depended upon it—as is true. He took an hour off, however, and went to the house with us to help us appreciate his family and to help eat a freezer of ice cream that had been made to commemorate Decoration Day. These good Indians are very much alive and are setting a most wholesome example of industry, faithfulness to duty and thrift, to the people, both white and red, among whom they live. May their tribe increase.

Heredity and Environ- ment.

A lady who has spent many years in the Indian Service, both as a missionary and as a paid employee of the Government, devoting her life and talents of the highest order to the work, in the course of which she has personally superintended and paid the bills for the right training for a number of Native children. has this to say of one of her charges: "Dorothy is as tall as Daisy now, is beginning fourth grade work in school, and gives promise of being talented in both music and drawing, besides being unusually attractive personally. She is one of the purest minded, most conscientious girls I ever knew, and with an almost passionate sense of justice—affectionate and refined. She is as complete a disproof of the heredity 'bugaboo' as any one could desire. How many children have been crippled for life by that venerable theory!" There is no room in this land of opportunity for that brand of fatalism that would condemn to failure the children of failures and admit that there exists a chance for success among only those people.

whose ancestors have records of achievement. Place yourself in the right environment, where the atmosphere is wholesome, and your accomplishment will be limited only by your willingness to strive. This is the doctrine of hope for the Indian and its soundness is being demonstrated daily.

Food for Reflection. Is there not food for reflection in the following, taken from the *Toronto Globe*? The young Indian must prepare himself for the inevitable. Like with the great body of people it is a choice between sweating and starving:

The removal of the Songbee Indians from Victoria Harbor to Esquimalt Harbor serves to emphasize the fundamental difference between the tribal and civilized attitude toward the world and its goods.

Under tribal conditions the sins of the fathers are not, in regard to possessions, visited on the children. No child can be disinherited through a parent's wastefulness, so preventable destitution is virtually unknown. The wealth that has wings may be small, but the land, from which all wealth is taken and to which all wealth must return to be brought forth again and again, is the common property of all. The natural limit of all men to a life tenancy is also the legal limit as expressed by custom. The passing generation never presumes to give title or to alienate for all time.

This attitude has been so far modified by civilized ideas that the passing generation of Songbees have to a large extent claimed the reserve of which they inherited only a life tenancy. They have sold it to the Dominion Government for \$425,000 and another reserve on Esquimalt. The changed attitude is shown by the present generation taking this sum, the price of perpetual heritage of the tribe, and dividing it among themselves. The various heads of families are receiving sums varying from \$8,000 to \$10,000 each. This will place them in easy circumstances. Many have already begun the building of comfortable and artistic homes, for there is a good standard of education and intelligence among them. But as the sum is not funded for the tribe, the children of wasteful parents will have no claim or heritage. The Songbees have inclined toward the civilized attitude revealed in the question: "What has posterity done for us?"

It will be remembered that the leading men of the tribe in what was formerly Indian Territory in the United States made a strong though ineffectual appeal to President Cleveland against the usurpation of tribal property by the existing generation. The earth seemed to them an entailed estate in which no one could acquire more than a life tenancy. They also saw the advancement of the more enterprising but did not regard it as compensating for the sufferings of the disinherited.

Winfield Chatauqua. Our neighbors at Winfield have announced the program for the twenty-fifth year of the Chatauqua assembly. The dates are from Thursday, July 6, to Sunday, July 16. The program is of the usual variety and includes well known prominent speakers, and musical companies of national repute. One Indian is embraced in the list of attractions—"Friday, July 7, Tahan (Indian) at 2 p. m."

Hampton Institute The school at Hampton, Va., for the Black and Red races, this year graduated fifty-four young men and women. Thirty-two of these are from Virginia. We note in a report of the proceedings the singing of a class song, words and music written by C. Victor Manuel, a Pime Indian, from Casa Blanca, Ariz. Our Hampton friends, while receiving from THE JOURNAL its congratulations, will pardon the tendering of a little history which may have some interest. The writer visited Fortress Monroe upon invitation of Gen'l John A. Dix, while the little Monitor was still in its waters after sinking the Merrimac. He heard the fight, but was not close enough to see it. But his attention was drawn to one of three churches in this country built of brick presented by Queen Elizabeth of England and

brought here in a ship from England. The particular one was at Hampton, Va. The Confederates had burned it, but its walls still stood, and may still stand. Upon them still lived a beautiful English ivy, whose roots were out off as high as a man could reach, but whose life was still sustained by the moisture in the mortar between the bricks. The Confederates had also bored one of the corners of the structure with a cannon. The aged tombstones in the old church yard were broken down, and clustered upon them and around about them were hundreds of escaped slaves, "intelligent contrabands." It would seem to have been an appropriate place for the establishment of Hampton Institute, where had gathered under the guns of Fortress Monroe the colored people of the neighborhood, seeking the protection of "Massa Linkum."

J. E. R.

About. The New York *Independent* has the following regarding a case of **Trachoma.** trachoma:

Sophie, aged nine years, was found by the immigration doctors to have trachoma, a disease of the eyes causing granular lids. Therefore she is deported, and sent back to Holland under care of her brother. The father and mother and three other children may stay, but the child with trachoma must go back. The father has sold his farm in Holland for \$5,000, is perfectly able to take care of his family, and will settle in Iowa. This seems a hard case and we raise the question whether it represents either justice or mercy.

The action above set forth while indefensible and representing a case where the humanities were forgotten, indicates clearly the extreme seriousness of trachoma. This malady is widespread among the Indians of the reservations, and in some of our schools a very large percentage of the students are afflicted. The person who through indifference contributes to its spread or fails to assist in its suppression is little short of a criminal and much more open to the charge of want of mercy than the medical officer who was responsible for the separation of nine-years-old Sophie from her parents.

Large Farms The census of 1910 shows that our neighboring State of Kansas has **Increasing.** fourteen thousand farms of more than five hundred acres each. Ten years ago the number was ten per cent. less. Such tendency to an enlarged acreage can but be viewed with alarm. The best citizen of any country is the one who owns his own home, and preferably a home upon a plot of land from which a living may be gleaned. Whenever a landlord and tenant system is established the people who own the country residing in town, and those residing in the country owning nothing, the nation is on the high road to patriotic penury. The necessity for the ownership of a home should rest heavily on the mind of every citizen of the country. Large farms are neither necessary nor particularly desirable, but perfect independence is inseparably connected with the ownership of a place from which eviction is impossible.

Wheelock Academy Had its closing exercises Thursday evening, June 1st, consisting of an address by Supervisor John B. Brown and a children's play in one act, "Katie in Gooseland." Speaking of the exercises as a whole, one of the guests of the occasion writes about as follows:

"The program was all there was to it, except the exhibits of school work, but the school work was very good and the play about the neatest, most artistic thing I have seen in the

Service. It was out doors, a natural stage with pine tress set in the ground for a back ground. The spectators were seated on the grass as in Shakespeare. The singing and acting simply took me off my feet and I have hardly got down yet."

A visit made to Wheelock Academy early in the spring made so favorable an impression upon the then Supervisor of the Sixth District, that he is not surprised at any excellent performance for which the Institution might be responsible. They are doing good things at Wheelock under the management of their Superintendent, Miss Allen.



CHILOCCO AND THE INDIAN GIRL.

In the May issue of THE JOURNAL something was said of the relation that Chilocco expects to sustain to the training of the Indian boys in attendance. It must not be gathered from the fact that the article was silent as to the girls that they are to be ignored or that they are esteemed as humbly playing chords while the former are blowing pretentious solos. Much as the young men must be depended upon to be the "house-bands" of the future they are no more important or necessary factors in the scheme of industrial independence of a race than are those to whom must be entrusted the care of the homes and the major share in rearing the children who in turn will assume the leadership.

There has never been a sadder example of a people wasting in idleness and riotous living the resources that would assure, with proper husbanding, homes and a competency, than is found among the Indian people: and the worst offenders are the young men to whom all are looking with mingled hope and anxiety for signs of a determination to assume their proper responsibilities. If the property now in possession is dissipated it will be the young men who will thus sow to the winds, and it is a lamentable fact that up to the present time a very large proportion have shown a disposition to do so as rapidly as the Government parts with its power to restrain. They not only divorce themselves from their property as speedily as possible, but they are too successful in inducing the young women who link their fortunes with them to commit the same grievous error.

Recently one of our large schools, in extolling the merits of its graduates, many of whom are making good use of the excellent training they have received, mentioned one as a director in a business enterprise, etc. It transpires that this young man had the restrictions removed from the allotments of himself and his wife and was a director in one of the financial institutions of the town built upon their land, until such time as he had sold the property that belonged to the two. Now the land is gone, the money derived from it has disappeared, and the directorate has passed to a pale face. The young man not only deliberately let go his own fortune, but served as the influence determining his wife to do the same. In South Dakota not long ago it was my fortune to meet a young Indian woman of education and good address who had been reduced from independence to penury by her husband who had persuaded her to have the restrictions removed from her land that he might sell it and use the proceeds to establish himself in business. The business soon passed to the creditors and at

last accounts the young fellow had deserted his young wife and her babe. These illustrations of a lamentable failing in a large number of our young men could be multiplied indefinitely, but they are enough to bring home to any reasonable person realization of the need of caution in trusting your affairs to others and the dire results attending misplaced confidence. It is possible that in some instances the reduced financial condition of such young people will prove the spur to some real achievement, but they once were in possession of magnificent material equipment for earning a livelihood that they exchanged for habits and tastes they will be unable to satisfy by any honest means.

Our girls must be taught to depend upon their own judgment and to avoid sinking their individuality in and surrendering their possessions to the young men with whom they join fortunes. Only by the retention of the exercise of their faculties, and an interest—a controlling interest—in their own property, have they assurance of that reasonable safety that every family should have. It is not intended to counsel distrust, but to advise and urge prudence. When by any chance the home is gone, or the ability to provide the necessities for the family has been lost, the foundation for unhappiness surely has been laid and misery comes to abide. While it is not the purpose to teach the girls that they must look out for the sustenance for the home, it is hoped to give them that sound judgment and discretion that will enable them to prevent its being wrecked by improvidence, at the same time making it a place of irresistible attractiveness.

Chilocco wants particularly to train its girls to be proficient in all the arts of home making, and in the pursuance of such aim expects always to be provided with unexcelled facilities for instruction in domestic science and domestic art, so called, which we prefer speaking of in the better known terms of cooking, sewing, etc. These courses will not be elective, but every girl from the sixth grade up will be required to take the lectures and do the practical work that naturally accompanies.

It is the supposition that every girl who goes out from us will be a part of a future home. She must be given that knowledge, strength of character and dignity by which she will rise above the station of burden-bearer and servant of all to the station of the queen whose virtues every one of the household will joyfully recognize.



DESERVED PROMOTIONS.

Ten years ago a low spoken, modest young man reported at Shawnee at the command of the Indian Office to assume charge of the Kickapoo, Shawnee and Pottawatomie Indians gathered in that locality. Now, the Indians of the first named tribe were the indifferent owners of some of the most valuable land in Oklahoma, much of which lay up against the town of Shawnee where were assembled some of the choicest apostles of greed that ever got together to clean up the property of the Red Man. They were gleeful when they saw young Thackery, who appeared very diffident and entirely unacquainted with guile, and at once set afoot their enterprise of annexing the property of the Kickapoos. The story of their machinations, in course of which the

aid of some of the men highest in our Nation's councils was invoked, with Thackery always there for the Indian and always uncovering their plans just as they thought them working smoothly, would read like a novel.

A few weeks ago, after the highest courts had decided for the Indians and when Thackery, backed by John Embry, as able and square a United States Attorney as ever tried a case, had opened the jail and locked it again with a few of the would-be despoilers on the inside, the game was declared off and all land was restored to the allottees.

Nearly twenty years ago a party of employees and others from the Sac and Fox Agency in Oklahoma, to which Agency the Kickapoos then were attached, left that place one Sunday to drive to a neighboring town. The rains had swollen the creek, ordinarily a quiet little stream, into a river. With more courage than discretion the party drove in, with the result that two members and the team were drowned. Thackery, after exhausting himself in his endeavors to save others floated down stream and he and a young Indian, who courageously assisted him, were, it seemed, miraculously saved. Since then he has been known by the Kickapoos as "Mah se 'ka" (Turtle) and it is confidently believed by many of them that he was spared by Divine power that he might protect them from the human wolves about them. He has fought their battle and won, and now he has been promoted by his appreciative superiors to the position of Supervisor for the District embracing Arizona, California and Nevada.

Mr. Thackery's place at Shawnee is being taken by Mr. John A. Buntin, principal of the Fort Sill School, who has been conducting an institution that would serve admirably, and has served, as a model. Mr. Buntin has worked for the Indian Bureau with conspicuous ability for eighteen years. A few years ago issue of thousands of cattle and horses was being made to the Sioux of Pine Ridge and Rosebud Reservations. Cattlemen and horsemen have been known to try to work off their runts and culls and cripples on the Indians and Buntin was sent to help see that it was not done at the Agencies named. He succeeded so well that some of the contractors wanted him recalled, but the Bureau stood by him, and those associated with him and the Indians obtained what was being paid for.

It is such recognition as has been accorded in these two cases that gives courage to those striving in Government positions and hoping for promotion on merit alone



BLOOMFIELD DIPLOMAS.

Address to the Graduates of Bloomfield (Okla.) Seminary, by J. B. BROWN, Sup'vr

MY DEAR YOUNG LADIES: Graduation is a time for congratulations rather than for further lecturing, and I would not for any consideration lessen your happiness. I do congratulate you most heartily and your instructors most earnestly, on your successful completion of the course of study at Bloomfield Seminary. This rare opportunity, however, afforded a man to have the last word.

is a temptation too great to be resisted.

There are a few stock expressions much used on occasions of this kind to which I have a peculiar aversion. One is to speak of the graduate as having "finished". Another is to speak of being "educated" or having "received" an education at any particular institution. To have finished is to have failed and you have not failed. It is to suggest that there is no more to learn, no more to do, that your growth is ended, and I could think of no more unhappy fate. So my plea for you is that none may be so thoughtless as to say that you "finished" at Bloomfield. It would be as unfortunate for you as it would be unfair and uncomplimentary to Bloomfield.

To speak of being "educated" also smacks of a self-satisfaction which borders on vanity, and to be conscious of having "received" an education appears to my somewhat biased mind as about the acme of helplessness, as though an education were a thing to be handed us on a platter of more or less precious metal, a thing to have bestowed upon us by a doting parent or a patriarchal Government, or purchased from a private corporation. I trust that we may always feel that we are *being* educated, but never quite *educated*. Just as we always keep before us an ideal of womanhood which we never quite attain, for of course if we did attain it, it would cease to be an ideal. We do not *receive* an education; rather, in so far as we have it at all, we achieve it.

In this day of modern educational methods and ideals we ask much of the schools, possibly too much, possibly some things that should be done by the parents in the home, possibly some things pupils should do for themselves. If we do attempt to do too much believe me it is from an intense desire for your well-being and

permanent happiness rather than from a desire to usurp the functions of the home and the parent.

We are asking that the schools form the life-long habits of our students; particularly just now do we lay stress on the health habit and the work habit. Health is a duty as well as a pleasure, and disease a sin, resulting from someone's violation of law. Work is a blessing and not a curse in these days, if we are allowed to work under pleasant wholesome surroundings, and idleness is a sin for which none suffer so much as the sinner. So we are asking the schools to help you form the work habit and the health habit. These will add to themselves the habit of happiness.

The schools are asked to do much more for girls than they have ever done before. Merely being a good woman will no longer suffice and does not entitle woman to man's support. She must be the home-maker and the mother, or if fate has not these highest duties in store for her she may be the wage earner in almost any of the honored trades or professions. The schools are not asked to fit you for any or all of these activities. The schools are expected to teach in the lines of culture, literature and art as heretofore, and to add to this the training for usefulness, for earning one's living, caring for one's self and family. The schools are expected to teach these things *better* than we are able to learn them at our homes. The day is dawning on the thinking world and we are beginning to know that there is no such thing as unskilled labor, though still too many unskilled laborers.

This school can hardly hope to have made of you workers entirely competent to go out and fill a woman's place

without further apprenticeship. It will have fairly well done its part if it has given you right habits of thought and energy, and given you some idea of the line in which your best usefulness, and hence happiness, may lie.

Within the bounds of useful effort it matters not quite so much what we do as how we do it. Many girls who pound out weary hours in painful piano practice, with only distressing results, might do most beautiful laundry work or win lasting fame for bread or pies. "Like Mother Used to Make". Others who have known only of the laundry and the kitchen may here discover their talent for music or for literature. There are good women on farms who are natural teachers, and there are inferior teachers who might win success, honor and health in managing a poultry farm.

All these fields of activity are open to you, but you should study yourself to first be sure of your fitness for the work you wish to do. You should deem it respectable to do any useful work provided you do it well. It should not be deemed honorable, genteel or respectable to draw pay for work we cannot do well. Choose the work you can do the best, being sure it is a work which needs to be done, then do it as well as you can, beginning now.

School Head Promoted.

LAWTON, Okla., May 25.—John A. Bunton, for the past three years in charge of the Comanche Indian school here, has been promoted to Indian agent and superintendent of the Pottawatomie, Kickapoo and Shawnee Indian school at Shawnee. He will leave for his new post shortly after the close of the school year here, June 2. Mr. Bunton succeeded J. W. Haddon as principal of the Indian school in 1907.

Pardon Refused.

From Harper's Weekly.

The president's refusal to pardon Walsh and Morse, convicted bankers serving sentences in prison, may be useful in helping others besides these men to readjust their notion of what is lawful in business. Speaking of Walsh's case, the President said:

In the mad rush for wealth in the last few decades the line between profit from legitimate business and improper gain from undue use of trust control over other people's property and money has sometimes been dimmed, and the interest of society requires that whatever opportunity offers those charged with the enforcement of the law should emphasize the distinction between honest business and dishonest breaches of trust.

No harshness to the convicted men is shown by the President. His aim has evidently been to record his opinion that they were justly convicted of crimes that must be recognized and understood to be crimes. Morse, he says, significantly, may apply for pardon again after January, 1, 1913, when he shall have served three years of his fifteen-year sentence. Walsh will have served two-thirds of his time, and be eligible for release on parole after next September.

"Favorities from Fairyland," the title of a book published by the Harpers, contains those stories which appealed most strongly to Jane Addams, Henry van Dyke, Hamilton Wright Mabie, Julia Ward Howe, and others, in their childhood. Ada Van Stone Harris, assistant superintendent of schools, Richmond, Va., who formerly held the same position at Rochester, has arranged these stories for public-school use, and the work is intended for the third and fourth grades. Peter Newell has made the illustrations. In this book one generation of celebrities passes along to another the stories that, possibly, have helped in achieving greatness.

Official Service Changes

THE MOST OF CHANGES IN EMPLOYEES, INDIAN FIELD SERVICE, FOR THE MONTHS OF MARCH AND APRIL, 1911.

APPOINTMENTS—*Probationary.*

Elliott, Anna M., teacher, 60 m., Blackfeet, Mont.
 Eagle Bull, Hildred S., cook, 500, Canton Asylum, S. D.
 Siebenticher, Joseph P., farmer, 720, Carlisle, Pa.
 Carmichael, Emma E., seamstress, 540, Cherokee, N. C.
 Williams, Paul B., engineer, 720, Cheyenne and Arapahoe, Okla.
 Frederick, William A., nurseryman, 1,000, Chillico, Okla.
 Oscar, Peter, carpenter, 720, Crow Agency, Mont., Indian.
 Burkey, Albert L., indust. teacher, 600, Fort Hall, Ida.
 Webster, Lottie, cook, 600, Fort Yuma, Cal.
 Moon, Pearl M., cook, 500, Greenville, Cal.
 Peterson, Carl T., gen. mechanic, 720, Kickapoo, Kans.
 Cloud, Anna B., asst. matron, 500, Kiowa, Okla.
 Benson, Eben L., ind. teacher, 600, Kiowa, Okla.
 Lloyd, Charlotte C., teacher, 660, Leach Lake, Minn.
 Nusom, Ula C. (formerly Ula F. Cook), teacher, 600, Oneida, Wis.
 Cordell, Fanny J., asst. matron, 420, Otoe, Okla.
 McKinley, Frank J., physician, 1,000, Pala, Cal.
 Wellstead, Laroy, physician, 1,000, Round Valley, Cal.
 Stone, Elizabeth S., seamstress, 300, Seger, Okla.
 Porter, Wm. E., gen. mch., 900, Tongue River, Mont.
 Wright, Charles A., sten. and typewriter, 840, Tongue River, Mont.
 Dolloff, Charles A., engineer, 960, Tulalip, Wash.
 Bentley, James B., clerk, 900, Union Agency, Okla.
 Masten, Verne M., ind. teacher, 720, Western Shoshone, Nev.
 Radcliffe, Frederick F., asst. storekeeper, 600, Carlisle, Pa.
 Morgan, Wm. F., gardener, 720, Navajo, N. M.

APPOINTMENTS—*Excepted.*

Crandall, Minnie M., fin. clerk, 800, Santa Fe, N. M.
 Gregg, Miss Christine F., fin. clerk, 660, Seger, Okla.
 O'Brien, John S., fin. clerk, 1,200, White Earth, Minn.
 Tunison, G. M., spe., ex. 2,000, Omaha, Neb.

APPOINTMENTS—*Reinstatements.*

Emerson, Selden K., adl. farmer, 720, Ft. Belknap, Mont.
 Gillenwater, Mary J., asst. matron, 500, Haskell Institute, Kans., Indian.
 Wheeler, Dr. Arthur Joseph, physician, 1,000, Leupp, Ariz.
 Erb, Alza J., housekeeper, 600, San Juan, N. M.
 Casey, Exie, asst. seam., 400, San Juan, N. M.
 Lucas, William B., addl. farmer, 720, Warm Springs, Ore.

APPOINTMENTS—*By Transfer.*

Melott, Margaret L., seamstress, 500, Rosebud, S. D. to seamstress, 500, Canton Asylum, S. Dak.
 Reed, Dale H., clerk, 900, Cherokee, N. C., to clerk, 1,100, Carson, Nev.
 Lane, Cornelias W., physician, 1,000, Round Valley, Cal., to physician 1,200 Colville, Wash.

Maryberry, Edward M., add. farmer, 720, Round Valley, Cal., to add. farmer, 720, Colville, Wash.

Cox, Luther, add. farmer, 900, La Pointe, Wis., to farmer, 840, Crow Creek, S. Dak.

Wilson, James W., clerk, 1,000, Seger, Okla., to principal, 1,080, Crow Creek, S. Dak.

Kendall, Ellen L., teacher, 720, Cantonment, Okla., to teacher, 600, Ft. Apache, Ariz.

Painter, Frank C., ind. teacher, 720, Crow Creek, S. D., to farmer, 720, Ft. Lapwai, Ida.

Amon, Anna M., matron, 340, Crow, Mont., to matron, 600, Ft. Yuma, Calif.

Cooper, Flora, laund. ess., 500, Kiowa, Okla., to laundress, 540, Haskell Inst., Kans.

Crawford, Edith B., teacher, 660, Kiowa, Okla., to teacher, 720, Klamath, Ore.

Fuller, William, carpenter, 720, Crow Creek, S. D., to carpenter, 720, Klamath, Ore.

Greenwood, Eva, nurse, 600, Mt. Pleasant, Mich., to nurse, 600, Lac du Flambeau, Wis.

Warren, Henry W., supt., 950, Bena, Minn., to asst. clerk, 900, Leech Lake, Minn.

Beaulieu, Jennie B., cook, 540, Bena, Minn., to asst. matron, 480, Leech Lake, Minn.

O'Donnell, Stella, teacher, 540, Bena, Minn., to teacher, 600, Leech Lake, Minn.

Myers, George H., engineer, 720, Ft. Berthold, N. D., to engineer, 900, Leupp, Ariz.

Sutherland, Samuel S., add. farmer, 720, Jicarilla, N. M., to add. farmer, 720, Leupp, Ariz.

Campbell, Harry B., add. farmer, 720, Pechanga, Calif., to add. farmer, 720, Lower Brule, S. D.

Bothwell, Benjamin S., ind. teacher, 720, Western Shoshone, Nev., to add. farmer, 720, Martinez, Calif.

Morgan, Edward A., ex. farmer, 1,200, Union Agency, Okla., to add. farmer, 780, Mesa Grande, Calif.

Stroup, John E., ind. teacher, 600, Nevada, Nev., to farmer, 720, Navajo Springs, Colo.

Oliver, Lenna T., laundress, 520, Carson, Nevada, to fin. clerk, 600, Nevada, Nev.

Flaherty, Nellie, nurse, 600, Cheyenne and Arapaho, Okla., to nurse, 660, Osage, Okla.

West, Bertha L., fld. matron, 600, Ft. Berthold, N. D., to tem. ind. t., 600, Rosebud, S. D.

Clark, F. A. P., Q. M. Dept., to carpenter, 720, Santa Fe, N. M.

Philipson, Mary, housekeeper, 30 m., Albuquerque, N. M., to housekeeper, 300, San Xavier, Ariz.

Philipson, Andrew M., teacher, 72 m., Albuquerque, N. M., to teacher, 840, San Xavier, Ariz.

Riegal, Winona, kindergartner, 660, Chey. and Arap., Okla., to teacher, 600, Truxton Canon, Ariz.

Brandt, Claren M., add. farmer, 780, Pine Ridge, S. D., to exp. farmer, 1,200, Union Agency, Okla.

Gibbs, Frank, teacher, 900, San Xavier, Ariz., to exp. farmer, 1,200, Union Agency, Okla.

Pierce, Lillian K., stenog., 1,020, Com. to Five Tribes stenog., 1,020, Union Agency, Okla.

Hinkle, Oliver C., stenog., 1,200, Com. to Five Tribes stenog., 1,020, Union Agency, Okla.

Oliver, J. D., clerk, 1,100, Carson, Nev., to supt., 1,300, Nevada, Nev.

APPOINTMENTS—*By Promotion or Reduction.*

Walter, Josephine, asst. matron, 320, Carson, Nev., to matron, 660, Carson, Nev.

Bonga, Julia, cook, 300, Cass Lake, Minn., to seams., 300, Cass Lake, Minn.

Boy, Elizabeth, (I) seamstress, 300, Cass Lake, Minn., to laundress, 300, Cass Lake, Minn.

Lewis, Otto, laborer, 300, Colorado River, Ariz., to add farmer, 360, Colorado River, Ariz.

Squires, Walter F., principal, 1,200, Crow Agency, Mont., to lease clk., 1,400, Crow Agency, Mont.

Fuller, William, principal, 1,081, Crow Creek, S. D., to carpenter, 720, Crow Creek, S. D.

Hiatt, Carrie, ad. farmer, 720, Flathead, Mont., to exp. farmer, 1,200, Flathead, Mont.

Mayham, Elsa., asst. matron, 500, Haskell Inst., Kans., to asst. matron, 660, Haskell Inst., Kans.

Mayham, Elsa., asst. matron 650, Haskell, to asst. matron 600, Haskell Inst., Kans.

Bow, John, judge, 72 yr., Meapa River, Nevada, to priv. e., 20 mo., Meapa River, Nev.

Stienstra, Samuel J., farmer, 720, Moqui, Ariz., to add farmer, 900, Moqui, Ariz.

Liveway, David R., farmer, 720, Moqui, Ariz., to add farmer, 900, Moqui, Ariz.

Setimus, Mack Q., laborer, and interpreter, Moqui, Ariz., to ind. teacher, 420, Moqui, Ariz.

Gruet., Samuel, Indian discip., 720, Mt. Pleasant, Mich., to farmer, 810, Mt. Pleasant, Mich.

Pets, Maubes, Indian gardner, 600, Mt. Pleasant, Mich., to discip., 720, Mt. Pleasant, Mich.

Hatch, Fred, Indian, asst., carp., 300, Mt. Pleasant, Mich., to gardner, 600, Mt. Pleasant, Mich.

Smith, Carlino, farmer, 780, Navajo, N. M., to add farmer, 780, Navajo, N. M.

Mayberry, Theophilus, laborer, 540, Omaha, Neb., to laborer, 720, Omaha, Neb.

Mitchell, Mary T., Indian, laborer, and interpreter, 540, Omaha, Neb., to interpreter, 360, Omaha, Neb.

Harrison, W. M., asst. phys., 1200, Phoenix, Ariz., to asst. phys., 1400, Phoenix, Ariz.

White, Daniel W., asst. phys., 1200, Phoenix, Ariz., to asst. phys., 1400, Phoenix, Ariz.

Taylor, Arthur G., printer, 780, Phoenix, Ariz., to printer, 900, Phoenix, Ariz.

Pourier, Peter, Indian, interpret., 460, Pine Ridge, S. D., to ad. farmer, 780, Pine Ridge, S. D.

Dudley, William, Indian, blacksmith, 690, Red Lake, Minn., to blacksmith, 720, Red Lake, Minn.

Martinez, Aurelia, Indian, asst. matron 300, Santa Fe, N. M., to laundress, 600, Santa Fe, N. M.

Gumm, Walter, ad. farmer, 780, Santee, Nebr., to exp. farmer, 1200, Santee, Nebr.

Sheets, Miss Lizzie, clerk, 900, Seger, Okla., to clerk, 1000, Seger, Okla.

Morrison, Georgia A., clerk, 640, Standing Rock, N. D., to clerk, 1,000, Standing Rock, N. D.

Dick, Louis, Indian, officer, 25 mo., Omaha, Neb., to chf. of pol., 45 mo., Omaha, Neb.

Pickrell, Cyrus B., teacher, 720, Tulalip, Wash., to add farmer, 720, Tulalip, Wash.

Newbold, Wm. F., Jr., sten. and t., 1,020, Union Agency, Okla., to clerk, 1,020, Union Agency, Okla.

Culbertson, Sada E., cook, 500, Warm Springs, Ore., to matron, 540, Warm Springs, Ore.

SEPARATIONS—Competitive—Resigned.

Skinner, Etta W., teacher, 600, Albuquerque, N. M.

Egeler, Mable E., teacher, 720, Albuquerque, N. M.

Watson, Emma D., laundress, 480, Canton Asylum, S. D.

Dewalt, Marion T., fireman, 450, Carlisle, Pa.

Shultz, Minerva, asst. laundress, 390, Carlisle, Pa.

King, Wm. B., Jr., asst. storekeeper, 600, Carlisle, Pa.

Luce, Alice C., matron, 660, Carson, Nev.

Mosher, Harry R., ad. farmer, 720, Cheyenne River, S. D.

Long, Emma, asst. seamstress, 540, Chilocco, Okla.

Wimberly, George W., prin. and phys., 1,400, Colville, Wash.

Piper, Harley, add. farmer, 780, Crow, Mont.

Small, Henry G., asst. miller, 300, Crow, Mont., position abolished

Hodson, Harry S., lease clerk, 1,400, Crow, Mont.

Chinn, Sarah E., cook, 500, Crow Creek, S. D.

Washburn, Lavantia, I., housekeeper, 540, Flandreau, S. D.

Crouse, Myrtle M., cook, 520, Ft. Belknap, Mont.

Snodgrass Byron E., teacher, 720, Ft. Berthold, N. D.

Watkins, William M., farmer, 720, Ft. Lapwai, Ida.

Brooks, Lloyd G., farmer, 720, Ft. Totten, N. D.

Selby, Middleton J., dairyman, 600, Genoa, Neb.

Hall, Sally B., baker, 600, Genoa, Neb.

Whitney, Ida M., asst. matron, 660, Haskell Institute, Kans.

Fiske, Herbert H., superintendent, 2100, Haskell Institute, Kansas.

Cole, Carrie C., laundress, 500, Hayward, Wis.

LeMieux, Michael M., teacher, 72, mo., Jicarilla, N. M., Indian.

Stanley, Verlin K., engineer, 720, Kiowa, Okla.

Kerrill, Ivy L., laundress, 480, Kiowa, Okla.

Benson, Eoen L., ind. teacher, 600, Kiowa.

Bradford, John W., blacksmith, 720, Leupp, Ariz.

Maxwell, Joseph E., supe. intendent, 1,300, Leupp, Ariz.

Rinser, Dr. Christian H., physician, 1,100, Leupp, Ariz.

Bland, Lloyd R., ind. teacher, 720, Moqui, Ariz.

Perrell, Bert, disciplinarian, 840, Moqui, Ariz.

Happs, Henry, farmer, 840, Mt. Pleasant, Mich.

Wagoner, Lou C., asst. teacher, 480, Nevada, Nev.

Noble, Hugo M., superintendent, 1,700, Ponca, Okla.

Barrette, Emma J., asst. matron, 620, Rosebud, S. D.

Likins, Milton R., engineer and miller, 900, San Carlos, Ariz.

Jarvis, Guy G., ind. teacher, 660, Segar, Okla.

Chipley, William R., printer, 660, Sherman Inst. Calif.

Yarger, Perry L., shoe and harness maker, 600, Sherman.

Kennedy, Ethel M., asst. matron, 540, Shoshone, Wyo.

Nelson, Walter H., carpenter, 720, Sisseton, S. D.

Belden, W. L., superintendent, 2050, Standing Rock, N. D.

Kern, Adeline W., teacher, 600, Standing Rock, N. D.

Smith, Henry C., stenographer, 900, Unitah and Ouray, Utah.

Carri, Mark, ind. teacher, 660, Umatilla, Ore.

Lucas, William B., ad. farmer, 720, Warm Springs, Ore.

Kocher, Lillian, teacher, 600, White Earth, Minn.

Canfield, Fred W., disciplinarian, 800, Zuni, N. M.

Plummer, John T., Jr., constable, 720, Osage, Okla.

MISCELLANEOUS CHANGES—Appointments, March.

Charles H. Bates, appraising commissioner, Ft. Berthold, N. D., \$10 a day and expenses, March, 19, 1911.

B. A. Dickenson, appraising commissioner, Ft. Berthold, N. D., \$10 a day and expenses, March, 19, 1911.

SEPARATIONS.

Edgar A. Allen, supervisor of Indian schools, \$2,000, \$3 a day and expenses, March 31, 1911.

John B. Brown, asst. supervisor of Indian schools, \$2,100, \$3 a day and expenses, March 31, 1911.

Chas. H. Dickson, supervisor of Indian schools, \$2,000, \$3 a day and expenses, March 31, 1911.

Carl Gunderson, supervisor of allotting agents, \$2,000, \$3 a day and expenses, March 31, 1911.

Wm. Loker, special Indian agent, \$2,000, \$3 a day and expenses, March 27, 1911.

whites. There were women, too, true mothers and good wives, who stood the perils and hardships no less bravely and stoically than our own grandmothers in times of terror.

Without doubt the majority of Oklahoma's population that has come to the state within the past ten years give little thought to these old times. To them all Indians are alike, just Indians, and it is a good thing the whites got into this country in time to develop it. This Indian had to go, they will tell you—it is just another case of the survival of the fittest. This is quite true, too. But in going, there are certain Indians who have left their indelible mark upon the world and whom the world will not forget. So, in reaping the harvest of riches which Oklahoma undoubtedly holds out to him who will come and serve her, let us give a thought to the noble red man who has passed before, the imprint of whose feet first marked these paths for us.

The world at large had only begun to hear of the young Indian poet, Alexander Posey, when his life went out, claimed by the very river, the beautiful Oktahutchee, that in life he had loved so well. His boyhood home being near the river, he had played along its banks since early childhood, and was never happier than when rowing or leisurely drifting in a boat on its waters. In later life, his deepest meditations and sweetest inspirations came to him when gazing on its limpid waters, but it proved a treacherous friend at the last, snatching him to its bosom when life was fairest to him.

Scarcely thirty-five years of age, Posey was admittedly the greatest poet the Indian race has produced. Some critics have claimed that he owed his unusual abilities to the Scotch and Irish blood

that flowed in his father's veins. Those who knew Mr. Posey and his people best admit that while he undoubtedly inherited many of his capabilities from his father, yet other excellent qualities are directly traceable to his Indian ancestry. Mr. Posey himself attributed his poetical "inclinations," as he modestly termed his real talents, to his Indian blood. In speaking once of the Indian people he said:

"All of my people are poets, natural born poets, gifted with wonderful imaginative power and the ability to express in sonorous, musical phrases their impressions of life and nature. If they could be translated into English with out losing characteristic beauty and flavor, many of the Indian songs and poems would rank among the greatest productions of all times. Some of them are masterpieces. They have a splendid dignity, gorgeous word-pictures, and reproduce with magic effect many phases of life in the forests, the glint of the fading sunshine falling on the leaves, the faint stirring of the wind, the whirring of the insects—no detail is too small to escape observation. and the most fleeting and evanescent impressions are caught and recorded in most exquisite language. The Indian talks in poetry; poetry of his vernacular—not necessarily the stilted poetry of books, but the free and untrammelled poetry of Nature, the poetry of the fields, the sky, the river, the sun and the stars. In his own tongue it is not difficult for the Indian to compose; he does it instinctively; but in attempting to write in English he is handicapped. Words seem hard, form mechanical, and it is to these things that I attribute the failure of the civilized Indian to win fame in poetry."

Posey's mother is a full blood Creek Indian. Although she has to a certain

FOR ARRIL.

APPOINTMENTS—*Probationary.*

Merz, Leota B., seamstress, 480, Southern Ute, formerly Leota B. Scanlon.

CHANGE OF NAME BY DIVORCE.

Ishsael, Cora M., teacher, 600, Fort Apache, formerly Cora M. Miller.

APPOINTMENTS—*Temporary.*

Shepherd, Charles R., engineer, 720, Canton Asylum, South Dak.

Meccham, Lula, laundress, 480, Canton Asylum, S. D.
 Thomas, Glen R., stenographer, 840, Crow Creek, S. D.
 Hagen, Knut A., add'l farmer, 720, Flathead, Mont.
 Rasque, George A., carpenter, 900, Flathead, Mont.
 Gardam, Amy, cook, 520, Fort Belknap, Mont.
 Brown, Ferrel M., ind'l teacher, 500, Ft. Bidwell, Calif.
 Goldsmith, Esther, nurse, 720, Ft. Mojave, Ariz.
 Bennett, George, tailor, 720, Genoa, Nebr.
 Haldiman, John, dairyman, 400, Genoa, Nebr.
 Robertson, David M., add'l farmer, 720, Havasupai, Arizona.

Fuller, Horace B., expert farmer, 1,200, Hayward, Wis.

Heffelfinger, Grace, baker, 540, Hayward, Wis.
 Klorgard, Jennie B., teacher, 600, Hoopa Valley, Calif.
 Taylor, Barnard P., ind'l teacher, 720, Kiowa, Okla.
 Heneughan, Mary E., teacher, 660, Kiowa, Okla.
 Rhoades, Ethie, teacher, 660, Moqui, Ariz.
 Ritter, Otto F., blacksmith, 720, Moqui, Ariz.
 Candon, Margaret Mary, nurse, 600, Mt. Pleasant, Mich.
 Sabiu, Creighton H., carpenter, 780, Navajo, N. M.
 Murphy, Frank J., stenographer, 720, Pine Ridge, S. D.
 McCown, Walter B., issue clerk, 780, Rosebud, S. D.
 Ahlander, Berton T., wagonmaker, 780, Salem, Ore.
 Reed, George H., engineer, 900, Santa Fe, N. M.
 Tebbetts, Eleanor, field matron, 720, Tule River, Calif.
 Kollinger, Walter J., stenographer, 600, Uintah and Ouray, Utah.
 Smith, Spencer E., ind. teacher, 660, Umatilla, Ore.
 McCowan, Lyda, teacher, 720, Upper Lake, Calif.
 Green, Willard P., physician, 1,000, White Earth, Minn.
 Howard, Jennie C., cook, 500, Yankton, S. D.
 Beavers, Inez H., teacher, 540, Zuni, N. M.

APPOINTMENTS—*Noncompetitive.*

Hiatt, Corrie, expert farmer, 1,200, Flathead, Mont.
 Luna, Katherine, asst. matron, 480, Fort Apache, Ariz.
 Davis, Blanche M., Indian, asst. matron, 600, Fort Mojave, Ariz.
 Twoguna, Selina, Indian, asst. matron, 500, Greenville, Calif.
 Jones, Morgan, asst. clerk, 720, Kiowa, Okla.

REINSTATEMENTS.

Soedt, William H., farmer, 720, Blackfeet, Mont.
 White, Allace S., teacher, 600, Chilocco, Okla.
 Joiner, Esther T., asst. seamstress, 540, Chilocco, Okla.
 Dains, Andrew J., indust. teacher, 720, Crow Creek, S. D.
 Koser, Mary A., cook, 500, Crow Creek, S. D.
 Smith, Manly E., engineer, 720, Fort Berthold, N. D.
 Whitaker, Mable G., teacher, 600, Fort Yuma, Calif.
 Charles, Josephine, asst. matron, 500, Hoopa Valley, Calif.
 Pettingill, Everetta B., engineer, 720, Leach Lake, Minn.
 Welter, Etta M., seamstress, 500, Otoe, Okla.
 Bertran Y. Smith, genl. mechanic, 720, Pawnee, Okla.
 Ira E. Meyers, add'l farmer, 780, Pine Ridge, S. D.

Kirkundall, Edward E., blacksmith, 720, Santa Fe, N. M.
 Dawson, Naomi, Indian, kindergartner, 600, Seneca and Quapaw, Okla.

Coffin, William J., carpenter, 720, Standing Rock, N. D.
 May, Bessie K., asst. matron, 500, Tulalip, Wash.
 Egbert, William J., add'l farmer, 720, Tulalip, Washington.

Bonnin, Raymond T., clerk, 1,000, Uintah and Ouray, Utah.

APPOINTMENTS—BY TRANSFER.

Chase, Georgia A., teacher, 600, Santa Fe, N. M., to teacher, 720, Albuquerque, N. M.

Frank W. Millard, fin. clerk, 900, Shoshone, Wyo., to supt., 800, Bay Mills, Mich.

Kelley, Payson M., teacher, 720, Rosebud, S. D., to principal, 1,000, Blackfeet, Mont.

Emma J. Martin, seamstress, 450, Sac and Fox, Iowa, to seamstress, 540, Carson, Nev.

Dooley, Brete H., asst. clerk, 840, Rosebud, S. D., to clerk, 1,000, Cherokee, N. C.

Derby, John E., add'l farm., 720, Pierris, S. D., to add. farmer, 720, Cheyenne River, S. D.

Allen, Edgar A., supervisor, 2,000, at large., to supt., 2,750, Chilocco, Okla.

McKean, Edward E., teacher, 720, Tongue River, Mont., to principal, 1,100, Crow Mont.

Soners, Clifford H., indus. teacher, 650, Leech Lake, Minn., farmer, 840, Crow Creek, S. D.

Bedwell, Rathel, engineer, 600, White Earth, Minn., to engineer, 900, Flathead, Mont.

York, Joseph C., lease clerk, 900, Grow Creek, S. D., to issue clerk, 720, Fort Hall, Idaho.

Roth, Burton F., expert farm, 1,200, Flathead, Mont., to exp. farm., 1,200, Fort Peck, Mont.

Wise, John R., supt., 2,600, Chilocco, Okla., to supt., 2,100 Haskell Inst., Kan.

Gardner, John M., physician, 1,000, Gabrilla, Calif., to physician, 1,100 Hoopa Valley, Calif.

Cherrick, Ralf R., farmer, 720, San Juan, N. Mex., to day teacher, 72 m, Jicarilla, N. Mex.

Naff, Maggie, teacher, 660, Sherman, Calif., to teacher, 720, Jicarilla, N. Mex.

Mary L. Engel, baker, 540, Hayward, Wis., to cook, 500, Keshena, Wis.

Bartholemeau, Alberta, (Indian) cook, 600, Ft. Mojave, Ariz., to seamstress, 420, Kickapoo, Kans.

McDougal, Mary B., teacher, 660, Southern Ute, Colo., to teacher, 660, Navajo, N. Mex.

Farrell, F. E., add'l farmer, 840, Santee, Nebr., to Supt., 1,500, Ponca, Okla.

Dempster, Elizabeth A., teacher, 600, Chilocco, Okla., to teacher, 660, Rosebud, S. D.

Harris, Magnelia V. A., housekeeper, 500, Phoenix, Ariz., to matron, 540, Sac and Fox, Okla.

Parr, Dala C., teacher, 660, Pima, Ariz., to teacher, 660, Santa Fe, N. Mex.

Edminster, Charles N., add'l farm., 720, Shawnee, Okla., to add'l farmer, 840, Seger, Okla.

Seger, John R., add'l farm., 900, Seger, Okla., to add'l farm., 900, Shawnee, Okla.

Cowell, Frances L., teacher, 600, Gabrilla, Calif., to teacher, 600, Sherman Inst., Calif.

Hamilton, James X., Indian Office, to Supt., 2,400, Standing Rock, N. D.

Purviance, Sidney D., issue clerk, 840, Cheyenne River, S. D., to asst. clerk, 900, Umatilla, Ore.

Johnson, Pearl S., asst. matron, 540, Cherokee, N. C., to matron, 540, Wahpeton, N. D.

Robbins, Edwin G., clerk, 1,020, Five Tribes, to clerk, 900, Union, Okla.

extent adopted the white man's mode of living, she has never attempted to talk the English language. She is fond of repeating bits of history and the legends of her people to her children. She was very proud of her poet son, and the love and comradeship was never broken from his childhood to his manhood. He translated into the Creek language for her benefit all that he wrote and always sought her criticism of his poems, that contain many pictures of scenes around his childhood home. She also was first to read his humorous prose sketches, (the *Fus Fixico Letters*), in which he introduced many of the old Indian characters that she knew so well.

The boyhood of the young Indian was perhaps not greatly unlike that of other American boys. Posey's own recollections of those days, written several years before his death, are interesting, and reveal much of the character of the man:

"It is enough to say concerning my youth that I was raised on a farm, and was accounted a pretty weedy crop. The cockleburrs and crab-grass grew all the more prolifically after I had been given a good thrashing. Tom, an orphan boy adopted by my parents, was my youth-long companion, and I often look back to the days of the lost sunshine, when we romped in our long shirts or "sweeps" as we called them, which my mother fashioned for our use. These shirts or sweeps, were long, flowing garments made on the order of a tunic, but longer and more dignified. There was vast freedom in these gowns—freedom for the wind to play in; and they were so easily thrown aside at the 'ole swimmin' hole!' We looked forward with regret to the time when we would discard them for jeans, coats and pants and copper-toed boots, though these were desirable to chase rab-

bits in on a snowy day. Those who have never worn sweeps have never known half the secrets whispered by the winds of boyhood.

"My first teacher was a dried-up, hard-up, weazen-faced irritable little fellow, with an appetite that caused the better dishes on my father's table to disappear rapidly. My father picked him up somewhere, and seeing that he had a bookish turn, gave him a place in our family as a private teacher. From him I learned the alphabet and to read short sentences, but I never spoke any English until I was compelled to speak it by father. One evening when I blurted out in the best Creek at my command and began telling him about a horse hunt he cut me off shortly, 'Look here, young man, if you don't tell me that in English after supper, I am going to wear you out. I was hungry but this put an abrupt end to my desire for the good things I had heaped on my plate. I got up from the table and made myself useful—brought water from the well, and turned the cows into the pasture—thinking maybe this would cause my father to forget what he had said. My goodness, however, was without avail, for as soon as he came from the table, he asked me in a gentle but firm voice to relate my horse hunt. Well, he was so pleased with my English that he never afterward allowed me to use Creek in conversation with him—but we children all used Creek in talking with our mother.

"I was born near Eufaula in the Creek Nation, Indian Territory, August 3, 1873. Both my parents were Creek Indians, but they belonged to different clans, my father a Broken Arrow, and my mother a Tuskegee. My father also possessed a small percentage of Scotch and Irish blood but my mother is a pure blood Creek In-

APPOINTMENTS—*Promotion or Reduction.*

Francis Mansfield, shoe and harness, 480, Carson, Nev., to shoe and harness, 600, Carson, Nev.
 Ellis, Frank C., physician, 1,000, Cheyenne and Arapaho, Okla., to physician, 1,100, Cheyenne and Arapaho, Okla.
 Bonnel, Bert J., add'l farmer, 780, Crow, Mont., to add'l farmer, 900, Crow, Mont.
 Bent, Jessie, Indian, asst seamstress, 300, Flandreau, S. D., to assistant, 480, Flandreau, S. D.
 Pelletier, Louis, laborer, 600, Flathead, Mont., to officer, 35 m, Flathead, Mont.
 Muskrat, Indian, private, 20 m, Fort Peck, Mont., to officer, 25 m, Fort Peck, Mont.
 Patton, Clyde, farmer, Fort Peck, Mont., to exp. farmer, 1,200, Fort Peck, Mont.
 Parshall, Charles, engineer, 720, Fort Peck, Mont., to engineer, \$4 day, Fort Peck, Mont.
 Jeemark, E. W., chief general, 1,800, Osage, Okla., to asst. supt., 1,800, Osage, Okla.
 D. Clinton West, teacher, 780, Pine Ridge, S. D., to teacher, 900, Pine Ridge, S. D.
 Sisto, Melvin, Indian, farmer, 800, Rice Station, Ariz., to gardner, 900, Rice Station, Ariz.
 Liphart, Mary, Indian, asst. cook, 420, Salem, Ore., to asst. laund., 420, Salem, Ore.
 Maranjo, Clara, Indian assistant, 240, Santa Fe, N. M., to asst. matron, 300, Santa Fe, N. M.
 Gregg, Miss Christine, fin. clerk, 660, Seger, Okla., to finan. clerk, 720, Seger, Okla.
 Little, Lena, teacher, 600, Sherman Inst., Calif., to teacher, 690, Sherman Inst., Calif.
 Carswell, John A., indus. teacher 680, Sisseton, S. D., to carpenter, 720, Sisseton, S. D.
 Afraid of Hawk, add'l farm., 300, Standing Rock, N. D. to laborer, 360, Standing Rock, N. D.
 Edwar, Indian, Act. Inter
 Riegel, Winona, teacher, 600, Truxton Canon, Ariz., to Kindergar., 600, Truxton Canon, Ariz.
 Cats, Roscos S., superv., 2,000, Union, Okla., to finan. clerk, 2,400, Union, Okla.
 McDaniel, Geo. M., asst. clerk, 1,080, Union, Okla., to asst. clerk, 1,200, Union, Okla.
 Klatt, Robert F., clerk, 1,020, Union, Okla., to clerk, 1,020, Union, Okla.
 Carner, Ray H., clerk, 960, Union, Okla., to clerk, 960, Union, Okla.
 Sickles, George W., clerk, 900, Union, Okla., to clerk, 900, Union, Okla.
 Prophet, Ida, clerk, 780, Union, Okla., 900, to clerk Union, Okla.
 Smith, Fitz L., Indian private, 20 m, Western Shoshone, Nev., to herder, 60 m, Western Shoshone, Nev.
 Saice, Gabriel, laborer, 500, White Earth, Minn., farmer, 600, White Earth, Minn.
 Kohlmeier, Clarence F., clerk, 900, Union Agency, Okla., to sten., 900, Union Agency, Okla.
 Smith, James F. add'l farm., 720, Fort Peck, Mont., to laborer, 720, Fort Peck, Mont.
 Hunter, George L. Ind. teacher, 500, Kiowa, Okla. to laborer, 720, Kiowa, Okla.

SEPARATIONS—*Competitive—Resigned.*

Jas. L. Hazard, supt., 800, Bay Mills, Mich.
 Daly, Thos., ind. teacher, 660, Bismarck, N. D.
 Zeigler, H. I., harness maker, 840, Carlisle, Pa., relieved, pos. abolished.
 Honert, Amanda C. F., nurse, 600, Cheyenne and Arapaho, Okla.
 Howard, Martha B., teacher, 540, Chilocco, Okla.
 Barber, Dixie W., teacher, 720, Crow Agency, Mont.
 Cox, Luther, farmer, 840, Crow Creek, S. D.

Thomas, Glen B., stenographer, 840, Crow Creek, S. D.
 Dains, Andrew J., indus. teacher, 720, Crow Creek, S. D.
 Farr, William H., logger, 1,800, Fond du Lac, Minn.
 Painter, Frank C., farmer, 720, Fort Lapwai, Idaho.
 Acord, Knola G., seamstress, 600, Geona, Nebr.
 White, Arthur O., engineer, 1,000, Geona, Nebr.
 Johnson, Marie, field matron, 720, Hoopa Valley, Calif.
 Warner, A. Rowland, physician, 1,100, Hoopa Valley, Calif.

Brabant, Jessie W., asst. clerk, 1,000, Kiowa, Okla.
 James, N. Holman, indus. teacher, 660, Klamath, Ore.
 Lee, Goodnight, farmer, 630, Klamath, Ore.
 Harmon, N. Rogers, carpenter, 720, Leupp, Ariz.
 Speer, Joanna N., matron, 600, Lower Brule, S. D.
 Drake, Hattie E., teacher, 72 m, Moqui, Ariz.
 Sadden, William C., stenographer, 720, Pine Ridge, S. D.
 Lonsdale, Hortense, asst. laundress, 420, Salem, Ore.
 Benner, Clarence W., engineer, 900, Santa Fe, N. M.
 Couch, Florence J., kintergartner, 600, Seneca and Quapaw, Okla.
 Coffin, Wiliam J., carpenter, 720, Standing Rock, N. D.
 Rice, Jefferson D., gen. mechanic, 900, Truxton Canon, Ariz.
 Norman, Doyle, asst. dist. aty., 1,020, Union, Okla., deceased.
 Johnson, N. Milred, asst. clerk, 720, Union, Okla.
 Kellogg, Charles W., asst. dist. aty., 1,020, Union, Okla.
 Hubbard, Henry M., asst. clerk, 1,200, Union, Okla.
 Sanderson, Mary R., teacher, 720, Upper Lake, Calif., suspended.
 Rodgers, John H., indl. teacher, 720, Warm Springs, Ore., suspended.
 Stevens, Charley O., carpenter, 600, White Earth, Minn., suspended.
 Davenport, William E., farmer, 600, White Earth, Minn., suspended.

SEPARATIONS—*By Transfer.*

Hutchings, Henry H., sten. and typw., 900, Fort Belknap, Mont., to Interior Dept., Glacier Nat'l Park.
 Zalaha, John, sten. and typw., 720, La Pointe, Wisc., to clerk, Forestry Service.
 Singleton, Joseph F., gen. mechanic, 640, Sherman Inst., Calif., to photographer, Indian Field Service.

APPOINTMENTS.

John B. Brown of Minnesota, Supervisor of Indian Schools, \$2,100, a year, \$3 pd and travelling expenses. (By transfer, from Assistant Supervisor.)
 Reginald M. Higgins of Massachusetts, Supervisor of Indian Schools (temporary 2 months) \$1,800, a year, \$3 pd. and travelling expenses.
 Shelby M. Singleton of Illinois, Supervisor of Indians Schools (temporary 3 months) \$30 a week and travelling expenses.
 H. P. Marble, Nebraska, competency commissioner, Santee Reservation, \$2,000, a year, \$3 pd. and traveling expenses.
 Chas. L. Davis of Illinois, special Indian Agent, \$2,000 a year, \$3 pd and traveling expenses. Transferred.

The home is the bulwark of the family;
 the family is the unit of the nation.
 Preserve the unit and you preserve the nation.

The following sentence contains only the letters of the alphabet: "J. Q. Plow might vex Z. D. Burk's fancy."

dian. My grandparents came from Alabama, the former home of the Creek people. My father was a self-educated man, of uncommon intelligence, with a philosophic and scientific turn of mind, while mother, though uneducated and unable to speak a word of English is a woman of rare native sense.

"When I was old enough to leave home, my father sent me to a public school at Eufaula, where I learned enough to enable me to enter the second academic class at the Indian University near Muskogee. I remained there about five years. During my stay at the University I acted as librarian on Sundays. I set type after school hours on week days for a little paper called 'The Instructor,' published by the faculty. Upon leaving school I entered Creek politics and have been in the service of the Creek Government ever since. My first poems were written while in school, and I have contributed several poems to western newspapers since. I write exclusively of the West, of home scenes and places, and fearing that my local allusions might not be appreciated elsewhere, I have never made any attempt to get a hearing in the East.

I write for my own pleasure, and am entirely indifferent to reward or criticism. I am content with being called the "sweet singer" of my tribe, and with having an opportunity to praise the glories of the scenes I love so well."

The young Indian's poems show an inborn love of the beautiful, and all his later works reveal this characteristic. His mother is fond of relating a little incident of his babyhood that early marked this as one of his strong traits. In his second year he slipped through the back fence one snowy day and ran away from home, followed by his pet dog, Shep. When his mother tracked him through

the snow, determined to punish him for his truancy, behold, the baby fingers clutched a pretty flower that he had found under a sheltering rock, at a time when flowers were so rare. It so touched her heart to have him offer her a gift so sweet in so bleak a season, that she dropped her switch and kissed him for his disobedience.

Being a born leader and diplomat, Posey spent most of his life in the service of his people, filling many positions of trust and honor. Literature being his natural inclination, in 1902 he bought the Indian Journal, a weekly newspaper published at Eufaula, Indian Territory. It was while editing this paper that he became so well known as a humorist. Each week his paper contained a 'Letter,' supposed to have been written by a full blood Indian, giving in broken English his views of the politicians, politics and problems confronting the Red Man. The "Letters" teemed with quaint Indian philosophy and humor and were signed, "Fus Fixico."

From being an ordinary weekly newspaper, the "Indian Journal" suddenly sprang into prominence and was sought by well known writers throughout the United States. Editors of note wrote to Posey, urging him to expand his scheme of writing from a provincial to a national view of men and affairs. Great success was predicted for him.

NEW YORK'S shore line can not provide sufficient docking facilities for the large number of ships which find their way into its port. So it is proposed to extend the city out four miles into the bay by reclaiming a section of the bay four miles long and one mile wide. This so-called "hem" to New York's harbor would cost five hundred million dollars.

ALEXANDER POSEY, THE CREEK POET.

BY ORA EDDLEMAN REED, in *Oklahoma City Times*

Daffodil.

When death has shut the blue skies out
from me, Sweet Daffodil,
And years roll on without my memory,
Thou'lt reach thy tender fingers down to mine
of clay—
A true friend still
Although I'll never know thee till the judg-
ment day.

THESE tender words from the pen of Alex Posey, or "Chinnubbie Harjo," the lamented Creek Indian poet, now two years passed to the Great Beyond, serve to keep green the memory of this truly great Indian. The appearance of the poems of Alex Posey in book form, issued by Mrs. Posey just previous to the Christmas holidays, has been, and is, a boon to his many admirers. The volume is not complete, in that several of his longer poems are omitted, and none of the famous *Fus Fixico Letters*,—those humorous sketches that the entire state, or rather, Territory, for such it was then, as well as other localities, laughed over in their time,—appear. But the shorter poems are there, and in them one catches the glint of warm spring sunshine, the sweet call of "Bob-Bob White," the silvery music of the mountain brook—and through all is breathed the living soul of the poet himself—although the tender fingers of Sweet Daffodil now "reach down to his of clay, a true friend still."

In the onward march of civilization, when what was once the Indians' home is being usurped by incoming people from all parts of the world, it is well to remember some of those Indians who have gone before, but who in their day

were important factors in the upbuilding of their home-land and the progression of their people.

The thousands of white people who are attracted to Oklahoma by her alluring promises of wealth, who can see in her future the opportunity to acquire lands and homes and great plenty—to most of these, no doubt, there is little thought of what has gone before, of the five great tribes of Indians who came into this country when there were no promises of wealth, but only a vast wilderness to be tamed and made habitable—came not willingly nor of their own accord, but driven almost as cattle out of homes in which they had dwelt for generations. Then, as now it was, the hand of Destiny, or Progress, or, more likely, Power, that thrust these tribes into their new wilderness home. Then, as now, they took up their burden and builded rude homes, and later, as the need followed, better homes, and churches, and schools. There were great leaders and scholars and statesmen among those tribes, though their abilities were doubtless recognized only among their own people: there were men among them who saw the inevitable and strove hard to prepare their people for the great impending change, amalgamation with the

FT. SILL SCHOOL COMMENCEMENT.

From the Lawton Daily News.

A CROWD that packed the chapel of the Indian school last night heard and saw the commencement exercises of the school. One fourth were Indians, but last night's program was especially for white folks. It was a repetition of the afternoon's exercises for the exclusive benefit of the Indians.

Close to a thousand blanket Indians, the mothers, fathers, brothers and sisters of the one hundred and fifty pupils at the school are camped near the school and will throng the campus today taking their children home for the summer.

The most unique features of the commencement were two declamations by Indian youths. These orations throw a light on the aboriginal view of the Indian's problem and the people who thrive on the redskins' lack of business ability. Another banner feature was a dumb bell drill by fifteen girls. The program follows:

- Welcome Song—Chorus.
- Two-step—Band.
- Recitation—Hebo Atchhavit.
- "Rag Doll Parade"—Intermediate Girls.
- Kindergarten plays—1, The Butterfly; 2, The Pigeons; 3, The Travelers.
- Declamation—Jacob Wahkinney.
- Piano Solo—Polly Diamond.
- Recitation—Robert Coffee.
- Hail to the Flag; Flag Salute; Flag of the Free—Chorus.
- Declamation—Allen Burgess.
- Medley March—Band.
- Recitation—Thomas Totite.
- "The Milkmaid"—Tom Blackstar and Cynthia Tahmakera.
- Piano Solo—Josie Namiqau.
- Recitation—Dewy Maddox.
- The Burlesque Band—Primary Boys.
- Dialogue—Intermediate Boys.
- Dumb Bell Drill—Fifteen Girls.
- "Oklahoma, a Toast"—Chorus.
- Two-step—Band.

The two declamations follow:

By Allen Motah Burgess.

A little more than 400 years ago the Indians owned all this country. When the white people landed on our shores, they began to drive the Indian farther and farther back. The Indians resented the encroachment which caused many wars. The result of these wars was that the Indians had to surrender more territory.

We were finally given a reservation with the Kiowas and Apaches in the southwest corner of Oklahoma. For many years the Comanches lived on this reservation in their own way but the white people decided that we had too much land. So the next step was to reduce this land by allotting each man, woman and child 160 acres. The allotting was completed before August 6, 1901. On which date this country was thrown open to white settlers. During the opening days this country was flooded with poorer white people seeking homes. I was a small boy at that time only about 8 years old and I wondered where so many white people came from.

Great changes have come over this country since the opening. Many of our people had large herds of ponies and cattle at that time, the ponies and cattle are gone.

The beautiful rolling prairie that our ponies and cattle grazed over have been plowed up and planted in cotton, corn, alfalfa and other crops.

How are we to meet these changed condition of affairs? Only one way and this is to do like the white people—work.

We must not only work but we must study our interest. We must turn a thing over and look at both sides. We must not be one sided in our views.

We must avoid being like the woman in the story who had a very badly spoiled child. Just after this child had finished a hearty dinner it became very naughty and a visiting lady who had been watching the child for some time said to the child's mother. "You ought to give that child a sound spanking." The mother replied she would if she did not hate to spank the child on a full stomach. The visiting lady at once said "Couldn't you turn it over?"

We must see both sides of things. If we borrow, we must understand that we have to pay back. If we buy on a credit, we must remember that pay day will come.

When we were allotted our land, we were given 25 years to learn to deal with our white neighbors before the restrictions would be removed from our land. 10 or 11 years of that time has past and I fear that many of us have not learned much about business yet.

I heard a story which well illustrates what may happen from the wrong understanding of things. In this story, the woman had a very sick child. She got a bottle of patented medicine and began to doctor the child. After having given the child a few doses without noticing any improvement, the woman reread the direction on the bottle. She discovered written on the bottle, "Shake well before taking." The good mother who fully intended to do right misunderstood and shook the poor little sick child almost to death instead of shaking the medicine in the bottle.

Now is the time for us to get the right understanding of things. Within the next 14 years the restriction will be re-

moved from our land. The government will then turn our land over to us to keep, mortgage or sell. Then will the hard time come. The grafters and white people who think we are dead easy will be after us early and late. Will we have the business, courage and industry to tell these people that we will not mortgage or sell our homes?

You will remember that some of our brightest young men who were thought by the government officials to be able to handle their own business had the restrictions removed from their land. I must say with deep regret that nearly every one of these young men who got their restrictions removed from their land have sold it and in most cases have spent the money and have nothing to show for it.

At this time we are in much better circumstances than the white people. Each and every one of us who were born before 1906 have 160 acres of land and about \$1,340 in money. Our schooling costs us nothing. The white boys and girls have to pay for their education.

If we spend our money and sell our land will the government give us more? It will not. Are those payments going to stop within a few years? Yes, they will. Our per capita payment this year was \$70 for every man, woman and child. Our per capita payment for next year will be much less.

In conclusion, I wish to say that if we ever expect to be free, independent, self-supporting American citizens, we must cut ourselves loose from gambling, drinking and camp life. We must free ourselves from this eternal credit business which is a system of spending our money long before we get it for goods often bought at nearly two prices.

We must get onto our farms and work them before the restrictions are removed

or the time is coming when we will be without homes, without money and without friends.

By Jacob Wahkinney.

Our teachers have taught us that this is a busy world in which we live and that we all must work at something. We have also been taught that there was no room in this world for a lazy man, lazy women, lazy boy or lazy girl.

Our histories teach us that Captain John Smith made the good rule that "All who did not work should not eat." But we are now informed that we have a class of men who can beat the good rule made by Captain John Smith and who also appear to be able to beat the best laws made by our wisest law-makers. This class is called grafters. I believe that if it were possible to quickly move all the Indians from this earth to the moon that it would be only a short time until the grafters got there too. The grafter is a person who can beat you out of anything or everything you have and do it in such a way the law cannot handle him.

Well, boys, since we all have to work at something, except the grafters, I believe the best and easiest thing for us to do is to get onto our farms when we have finished school and work them. We would not need to do all the work on the farm ourselves. We could manage things, do the light work and hire hands to do the heavy work. A farm life is the life for me.

ODD SCENES.

The final closing of the Indian school took place at 9:30 Friday morning. The parents and friends of the pupils had come in great numbers to get their children and take them home. Hundreds of vehicles, mostly natty covered spring

wagons, assembled on the driveway in front of the school, and, to the music of the student band, the pupils marched out in double file from the school grounds to the road, where they dispersed and ran joyfully to the wagon in which their friends awaited them.

In the assemblage of waiting Indians Supt. Buntin estimated that there were close to a thousand. Practically all of them had a neat and prosperous look. The stock they drove was in good condition, the wagons looked freshly washed and clean, and the Indians themselves were gorgeously dressed in flaming colors, handsome and often tastefully arranged blankets being draped about their little forms, notwithstanding that the thermometer stood at 90 degrees in the shade.

These were Comanche Indians, and with very few exceptions the men were well looking and well dressed, while the women, particularly the younger ones and the girls were often generously handsome; and their apparel, while of the characteristic Indian type, was becoming and highly attractive to the eye.

Both pupils and parents seemed pleased to be re-united. Many of the large boys mounted on ponies which had been led in behind the wagons and rode away the idea picture of the boy turned loose from school.

An impression incidental of the disbanding of the school was a call upon Supt. Buntin by Chief Eschiti expressing the regret of his tribe at Mr. Buntin's departure from this school, and asked if it would not be possible for him to reconsider and remain longer in charge here when the patrons of the school had learned to honor, and the pupils to love him. Mr. Buntin was visibly affected by the request, but replied that as he had sent

on his acceptance of his appointment to the position at Shawnee it could not now be recalled.

The whole of the ceremonies of the closing of the school were interesting and quite a number of Lawton people were out to witness them.

The Savage and the Book.

Miss Natalie, author of "The Indians' Book," has just concluded a course of lectures, the proceeds being devoted to purchasing copies of the book which she has presented to Indian boarding schools. The Indians themselves are keenly interested in the writings of Miss Curtis, and the following letter from an Oregonian Indian is no means the only one: "I think it is a great honor to have been with you, even for an hour, and I shall always think of you and remember you as one of our truest friends." Instructors in the government schools report the "The Indians' Book," because of the familiarity of its subjects, forms the link between the savage and the new civilization he is attempting to achieve. Miss Curtis recently gave copies of "The Indians' Book" to all the Indians who helped her to make it a repository of Indian customs, rites, legends, songs, and music.

FARMER JOHN.

By J. T. TROWBRIDGE.

Home from his journey Farmer John
 Arrived this morning, safe and sound,
 His black coat off, and his old clothes on.
 "Now I'm myself," says Farmer John;
 And he thinks, "I'll look around."
 Up leaps the dog. "Get down, you pup!
 Are you so glad you would eat me up?"
 The horses prick up their ears to meet him;
 "Well, well, old Bay!
 Ha, ha, old Gray!
 Do you get feed when I'm away?"
 "You haven't a rib," says Farmer John;
 "The cattle are looking round and sleek;
 The colt is going to be a roan,
 And a beauty, too; how he has grown!
 We'll wean the calf next week."

Says Farmer John, "When I've been off,
 To call you again about the trough
 And watch you, and pet you, while you drink,
 Is a greater comfort than you can think!"
 And he pats old Bay,
 And he slaps old Gray—
 "Ah, this is the comfort of going away!"
 "For, after all," says Farmer John,
 "The best of a journey is getting home;
 I've seen great sights—but would I give
 This spot and the peaceful life I live,
 For all their Paris and Rome?
 These hills for the city's stifled air,
 And big hotels, all bustle and glare,
 Land all houses, and roads all stones,
 That deafen your ears and batter your bones?
 Would you, old Bay?
 Would you, old Gray?
 That's what one gets by going away!"
 "There money is king," says Farmer John,
 "And fashion is queen; and it's mighty queer
 To see how sometimes, while the man
 Is raking and scraping all he can,
 The wife spends every year
 Enough, you would think, for a score of wives
 To keep them in luxury all their lives!
 The town is a perfect Babylon
 To a quiet chap," says Farmer John.
 "You see, old Bay,
 You see, old Gray,
 I'm wiser than when I went away."
 "I've found out this," says Farmer John—
 "That happiness is not bought and sold,
 And clutched in a life of waste and hurry,
 In nights of pleasure and days of worry,
 And wealth isn't all in gold,
 Mortgage and stock and ten per cent—
 But in simple ways and sweet content,
 Few wants, pure hopes, and noble ends,
 Some land to till, and a few good friends,
 Like you, old Bay,
 And you, old Gray,
 That's what I've learned by going away."
 And a happy man is Farmer John—
 Oh, a rich and happy man is he!
 He sees the peas and pumpkins growing,
 The corn in tassel, the buckwheat blowing,
 And fruit on the vine and tree;
 The large, kind oxen look their thanks
 As he rubs their foreheads and strokes
 their flanks;
 The doves light round him, and strut and coo;
 Says Farmer John: "I'll take you, too—
 And you, old Bay,
 And you, old Gray,
 Next time I travel so far away."

THE REMNANT OF THE TRIBE.

From the San Francisco Chronicle.

THE discovery of the remnant of a tribe of Indians, hiding in a wild and unsettled portion of Tehama county, by scientists from the University of California, has led to the keenest interest among anthropologists, and an effort is being made to have the government of the United States take charge of the remaining members.

Prof. A. L. Kroeber, of the department of anthropology of the University of California, writes:

"That there should be a tribe of entirely wild Indians at this date in so thickly settled a state as California seems absolutely incredible.

"When the first rumor of the untamed aborigines in Tehama county reached the University of California it was known at once who the Indians must be if they existed at all, for the so-called Kombo or Mill Creek tribe of this region had long been regarded as one of the smallest, and at the same time most unique tribes in California. But as this band was last seen in 1870, the possibility of their having been able to keep themselves entirely hidden for forty years was remote.

An expedition, headed by T. T. Waterman, an instructor in the department of anthropology, was out a month, and while after the most strenuous kind of work and most vigilant care they were unable to meet any of the Indians in person, they brought back evidence which indisputably proves their existence.

The tract which they inhabit is only a few miles square and an easy day's journey from Vina on the Shasta Route of the

Southern Pacific Railroad. It is without question the roughest and most impenetrable stretch of country in California. The Indians know every inch of this territory. As soon as one of their trails becomes well worn they abandon it for less visible paths. The trails go under the brush instead of through it, so that the Indians do most of their traveling on hands and knees. This prevents the stock which occasionally strays into the region from following the trails and beating them out.

If limbs have to be removed the Indians cut them with old saws or knives that they have stolen from neighboring ranchers, so as to avoid the sound of chopping with an ax, which might lead to their being located.

As the country which they inhabit is absolutely useless even to cattle, it is practically never entered. The few ranchers that cross the country prefer to travel around the tract instead of through it.

Hiawatha put Into Yiddish.

From the American Hebrew.

It was only a few years ago that people were discussing whether Yiddish could be reckoned as a separate language and when it was referred to contemptuously as a "jargon."

It is a striking proof of the advance it has made in public standing that masterpieces of other languages are now being translated into Yiddish. The latest of these is Longfellow's "Hiawaths." The translation has been made by a master of the tongue known to all interested

in Yiddish literature as "Jehoash," who, however, pays his bills under the name of S. Bloomgarden. The translation is quite literal and he even imitates the lilt of the original, which, as is well known, was imitated from the meter of the Finnish Kalevala.

Mr. Bloomgarden has retained the old

Indian names, like Mudjekeewis and the like, which gives such a local color to this Indian epic. The result is one of the curiosities of literature, since we have here traces of Finnish, North American, English, German, Hebrew and Polish, all put in poetic form. The circumstances are most interesting.



HOW TO GROW ALFALFA.

Expert Testimony from Nebraska.

THE Nebraska Experiment Station has just issued Bulletin No. 120, entitled, "Alfalfa management." This gives a summary of the methods used by the most successful farmers in various parts of the state in securing a stand and in handling a crop of alfalfa. The discussion relates to the eastern as well as to the western sections.

It has been the purpose in writing this bulletin to put the material in such a form that the farmer can readily find a discussion of the phase in which he is particularly interested. The first division treats of the kind of soil best adapted to the growth of the plant, with suggestions for treating soil which does not give satisfactory results. This is followed by a discussion of the seed bed. The method of its preparation and the importance of manure receive a prominent place.

The farmers are advised to purchase their seeds from the north or from the dry lands of the northwest, rather than from the south. It is also recommended that no seed be used which has not been tested for purity and for germination by the government seed laboratory located at Lincoln. This test will be free.

A discussion of the amount of seed per

acre and of the various methods of seeding will help the man who is in doubt in reference to this point. Broadcasting is compared with drilling, both with a disk drill and a press drill. Warnings are given to farmers who use either method, and suggestions for greater success.

There is a comparison made of spring seeding, early summer seeding, late summer seeding, and fall seeding, from which conclusions are drawn. The late summer seeding is recommended for sections of the state where there is plenty of moisture to give the plants a good start at that season of the year.

The important subject of disking the alfalfa is discussed quite thoroly. The conclusions are based upon reports which have been received from a large number of farmers who have practiced disking their fields to increase the yield. The results do not seem to warrant the practice unless the field is to be plowed up in a year or two after it is disked.

Directions are given for thickening the stand on fields where there are not a sufficient number of plants. It is stated that this can be successfully done in many instances. Recommendations are made to alfalfa seed growers, and the bulletin

closes with a brief discussion of methods of caring for the hay and of pasturing the alfalfa field.

This bulletin may be had free of cost by residents of Nebraska upon application to the Nebraska Agricultural Experiment Station, Lincoln.

Indians Can't Sell Land.

WASHINGTON, May 15.—Three centuries of civilization have not brought the fullblood Indian to the point where his rights are equal to those of the white man. Such was the decision today of the Supreme Court of the United States in holding constitutional the 25-year restrictions on the sale of Indian lands.

The 25-year restriction was imposed by Congress in 1906. Previous to that time individual members of the Five Civilized Tribes in Oklahoma were prevented from making sales of their lands within five years of the time of allotment. The contention soon arose that the fullbloods had such rights as citizens as made the extension unconstitutional.

Marchie Tiger was one of the Indians concerned. As a fullblood Creek he inherited four allotments. He transferred this inherited land to real estate companies, but later he changed his mind and brought suit to have the transfers set aside on the ground that the restrictions forbade his conveying the land.

The Supreme Court of Oklahoma held that the restrictions merely referred to lands allotted directly to the fullbloods and not to the lands inherited by them. The Supreme Court of the United States holds that they applied to inherited lands as well.

The Court held also that only Congress could determine when the Indian became free from the white man's guardianship and that Congress had not yet so found.

How Firewater Got Its Name.

New York.—When Hudson Bay Trading company commenced trading among the Indians it was found that by selling the Indians liquor they could more easily be induced to trade their peltries. The first whisky was brought to this country in large barrels, but in transporting it overland, it was found more convenient to divide it into small kegs.

The white traders soon became aware, according to the American Wine Press, that by diluting the whisky with water, more furs could be obtained. This was practiced for some time, but the Indians learned that good whisky poured on a fire would cause it to flame up, whereas, had the whisky been diluted, the fire would be quenched.

It was by this simple experiment that the term "firewater" became a common word among Indians. A chief who had experienced the bad effects of whisky among his people said it was most certainly distilled from the hearts of wildcats and the tongues of women from the effects it produced.

Is Exercise Desirable?

William Hemmingway, writing in the current number of *Harper's Weekly*, ridicules the pronouncement recently made by a Boston doctor to the effect that physical exercise is bad for brain-workers. "Certain it is," he writes "that the hairy, toothful, muscular human being of today needs brisk exercise to keep his physical part in good working order. Preferably man should take his physical exercise as play. A pleasant swim of fifteen or twenty minutes duration, a swift stroll with a friend or two over five or six miles, a lively game or two of squash or tennis or hand ball—any of them will do a man more good than hours of monotonous mauling a punching-bag or pushing dumb-bells."



A KIOWA BELLE.

Dress Trimmed With Elk Teeth, Value \$500.

CROWS SAVED ELKS' TEETH.

From the Chicago Tribune.

SINCE the agitation against wearing the elk tooth as an emblem of the order, members of the Benevolent Protective Order of Elks have been pursuing investigations as to the supply of these vories available for emblems.

The contention is made that the continued use of the elk tooth as an emblem creates a demand and establishes a value

for these teeth which is sure to be followed by the annihilation of all the small elk herds now in existence.

The result of the investigation of western Elks reveals the fact that there are now in existence enough bull elk teeth to supply twelve times the present number of members of the order. It would be easier and less expensive to secure 100 of

these teeth than to secure the carcass of one bull elk, from which but two teeth would be available.

It is, or has been assumed that elk have been and are being slaughtered for their teeth alone. It may be that this belief prevails in the east, but any such assertion is false. The writer ventures to say that no elk ever was killed for its teeth alone. The only teeth worth making into an emblem are those from the bull elk. The teeth of the cow elk are small and ragged, and no member of the order who wants a fine charm will use one of these. The bull elk has but two teeth which are used as emblems. There are probably 25,000 elk now in existence in the United States. Of this number probably 5,000 are bull elk. These are nearly all in the Yellowstone National park or tributary territory. In the park they are protected by the government. These elk range and breed in the park during the summer, but in the winter they go south for their food. Food is scarce in this section. Settlers are taking up the land and the elk fare badly. For four or five years elk have died from starvation by hundreds. A few are killed by hunters, but these are insignificant compared to the number that die of cold and hunger.

Long before the B. P. O. E. came into existence it was the custom of the Crow Indians to gather the teeth of the bull elk, and for half a century before the order of Elks was organized these teeth were used as medium of exchange with the Sioux, the latter being as fond of eagle feathers. Forty years ago there was a brisk trade in these articles, the Crows buying feathers of the Sioux and paying therefor in elk teeth, horses, hides, etc. Indian traders took both feathers and

teeth in exchange for merchandise, but they had no value with the trader, except that he exchanged them with the traders of the opposite Indian nation.

In 1870 bull elk teeth could have been bought for 50 cents per peck. The eagle feather supply had become exhausted. The Crows had all the elk teeth they wanted. Their women were adorned from head to foot. The necklaces of the men were fully ornamented, and there was no further demand, hence the value fell to almost nothing.

While most of the elk from which those teeth were taken were shot by Indians, a large percentage of them were frozen to death, and the teeth taken from the heads from one to ten years after. With few exceptions, the bull elk teeth now used as charms or emblems for the members of the B. P. O. E. were taken from elk twenty-five to fifty years ago. The writer has photographs of Crow Indian women showing \$1,000 to \$5,000 worth of bull elk teeth used for ornaments, which have been sold to dealers, throughout the northwest, during the last twenty-five years, and in the graves of Crows dead for half a century are not less than 300,000 such teeth, which will come to light when the white man comes into possession of their sacred ground, not many years hence.

Detectives' Etiquette.

From Harper's Weekly.

Somebody ought to compile a book of etiquette for detectives, so that they may learn what polite authority considers good form in their profession, and avoid criticism of the sort that has been of late so liberally dealt out to them. "After you, sir," is, of course, the detective's motto, but there is too much dispute about the

proper way to live up to it. Organized labor has made bitter complaints of Burn's methods in handling the accused dynamiters, and since then our neighbor the *Times* and others have felt that the accusations of bribery made against sundry Ohio legislators rest on evidence that was not gathered by methods which real refinement can endorse. Of course it is possible to be hypercritical in these matters. Nitroglycerine is good for heart-disease, but it must be a fairly anxious job to hunt dynamiters, and one can understand how it may be a necessary part of the process

of getting them to get them suddenly and keep them separated from their suit-cases. So with legislators who take bribes.

They are not personally dangerous, but even to catch *them* is not a parlor job. Like other vermin, they have to be trapped, and the proof of a trap is its ability to catch what it is set for. If detectives corrupt men previously honest in order to have a case against them, of course that is wrong. But when they bait a trap to catch an habitual rogue, that is another matter altogether, and well within the limits of professional conduct.



Clara Peck (Sioux), James Jones (Cherokee), of Chilocco, Okla.

SOME CHEROKEE HISTORY.

From the Tahlequah Arrow.

FOLLOWING close upon the discontinuance of the Cherokee tribal schools and seminaries the material used in the publication of the Cherokee Advocate, another former means of enlightenment for the Cherokees, is soon to be sold to the highest bidder, the date of the sale to be announced later.

The following, furnished by Col. C. J. Harris, gives a brief history of the Phoenix and Advocate, the two newspapers published by the Cherokee tribe using Sequoyah's alphabet.

In 1809, George Guess, or Sequoyah, commenced to reflect upon his ability to devise characters by which his people could communicate thought by means of writing, and after years of patient labor and discouragement he invented the Cherokee alphabet consisting of eighty-six characters; and in 1821, submitted the same to public test by the leading men of his people.

So wonderful was the effect of the invention of this alphabet on the development of the Cherokee people that in 1827 the National Council resolved to establish a non-partisan weekly National paper in the Cherokee language and characters, and types for the purpose were cast in Boston. The first issue of the new paper, "Tsa-lagi Tsulehis-anun-hi," the "Cherokee Phoenix," printed in both English and Cherokee languages, appeared on February 21, 1828, at New Echota, then the capital of the Cherokees in the state of Georgia. Elias Boudinot, an educated Cherokee, was the editor. The subscription to this paper was free to those un-

able to read English, and \$2 per year to English readers. The editor and employes were paid by the Nation.

After an existence of about six years the Phoenix was suspended owing to the hostile action of the Georgia authorities. During the existence of the "Cherokee Phoenix" many Bible translations, hymn books, spelling books, arithmetics, and the laws of the Nation were printed in the Cherokee language by the use of Sequoyah's characters.

After the removal of the Cherokees to the west, the National Council by the Act dated October 25, 1843, established at Tahlequah a weekly newspaper in the English and Cherokee languages, called the "Cherokee Advocate," "the object of which shall be the dissemination of useful knowledge among the Cherokee people and sending abroad correct information of their condition and of passing events generally among the different Indian tribes and to support and defend the National rights of the Cherokees, and those recognized in all acknowledged treaties with the United States and such measures as will be conducive to their best interest in a moral and civil point of view."

William P. Ross, a Cherokee, and a graduate of Princeton, was its first editor. Its publication continued until the commencement of the civil war, when it was suspended until the year 1867, the National council then making an appropriation to reestablish it.

Its publication was continued, uninterrupted, until March 4, 1906, when it was discontinued for the want of funds to

bear expenses. The Interior Department "having considered the matter of continuing the publication of the 'Cherokee Advocate,' decided that no further steps would be taken looking to its publication." The circulation of this paper was from one thousand to fifteen hundred subscribers. The printing of laws, in fact all National work was done by the "Cherokee Advocate," using the Country Campbell Printing Press.

The "Advocate" office was the oldest printing establishment in the Indian Territory, and not until about 1872 was there any other paper published in the Territory. During the publication of both the "Phoenix" and "Advocate" their editors were, with one or two exceptions, Cherokees, holding their appointment by the tribal authorities for not less than two years.

The matrix used in making the characters of Sequoyah's alphabet, was recently, upon an order of the interior department forwarded to the Smithsonian Institution at Washington, where it occupies a place in the national museum of the United States.

The Wild West Exodus.

From the Oglala Light.

The annual wild west exodus has again taken place. During the past month about two hundred and thirty of our Oglalas have joined five different shows and left for different parts of the globe, where they will make an "exhibit" of themselves for the next six months. It would seem to unbiased observers that these exoduses are very detrimental to the education and civilization of the Sioux. What good any of the them derive from these "ethnological" jaunts nobody seems to know, but it is well known and easy to tell what bad traits are developed. The Indians that have been going with

these wild west outfits from year to year are well known to be the poorest most shiftless and most worthless class of Sioux, and that these habits are developed and encouraged by the wild west craze. The cause and effect is easily seen—they leave their homes and allotments just at the most important time of the year, and their live stock, horses and cattle are left to the care of some relative or friend, the result being that they usually have less live stock, although their land does not decrease, when they return than when they left. Besides the United States about sixty have gone to Paris, France, "ethnological exhibit" (?). One of the representatives for the Paris "Show" told the writer that they wanted to take a truly representative body of Sioux, who were the best bead-workers and artisans of Sioux Indian work, and that these Indians and the Sioux village they are to build in one of the large parks of Paris was to be a true ethnological exhibit. Yet among the sixty that went with this outfit and who gave one of the most vividly-painted war dances that has occurred in our streets for a long time, fully one-quarter were youths about twenty years of age who had been out of Government school from one to three or four years. From the fact that so many of the younger generation are now joining these shows it would seem about time to call a halt and allow those supposedly educated "braves" the chance of earning a decent, honest living by the work of their heads and hands, instead of their legs in dancing, horribly painted and four fifth's naked, for the gratification, amusement and curiosity of the whites.

If we are educating them for this, all right; but if not, what are we educating them for?



THE crown and glory of life is character. It is the noblest possession of a man, constituting a rank in itself, and an estate in the general good-will; dignifying every station, and exalting every position in society. It exercises a greater power than wealth, and secures all the honor without the jealousies of fame. It carries with it an influence which always tells,—for it is the result of proud honor, rectitude, and consistency,—qualities which, perhaps, more than any other, command the general confidence and respect of mankind.

S. Smiles.

For Love can hope where Reason would despair.

—Lord Lyttleton

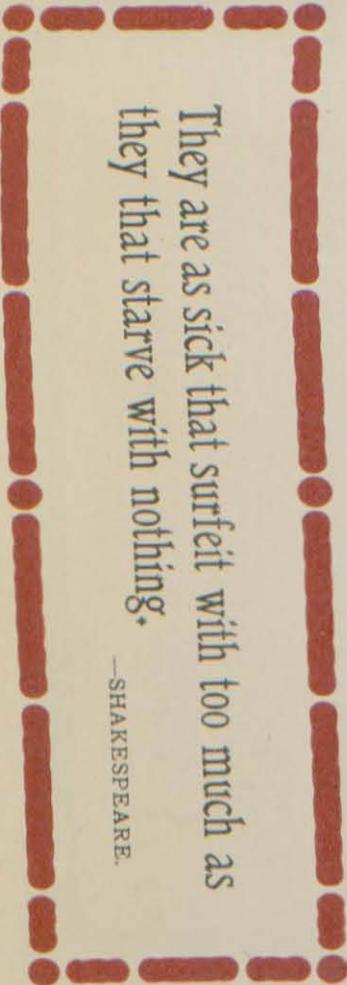
The heights by great
men reached and kept
were not attained by
sudden flight,
But they, while their
companions slept, were
toiling upward in the
night. —Henry Wadsworth Longfellow.

“Beauty is the first gift Nature gives to
Woman and the first it takes away.”



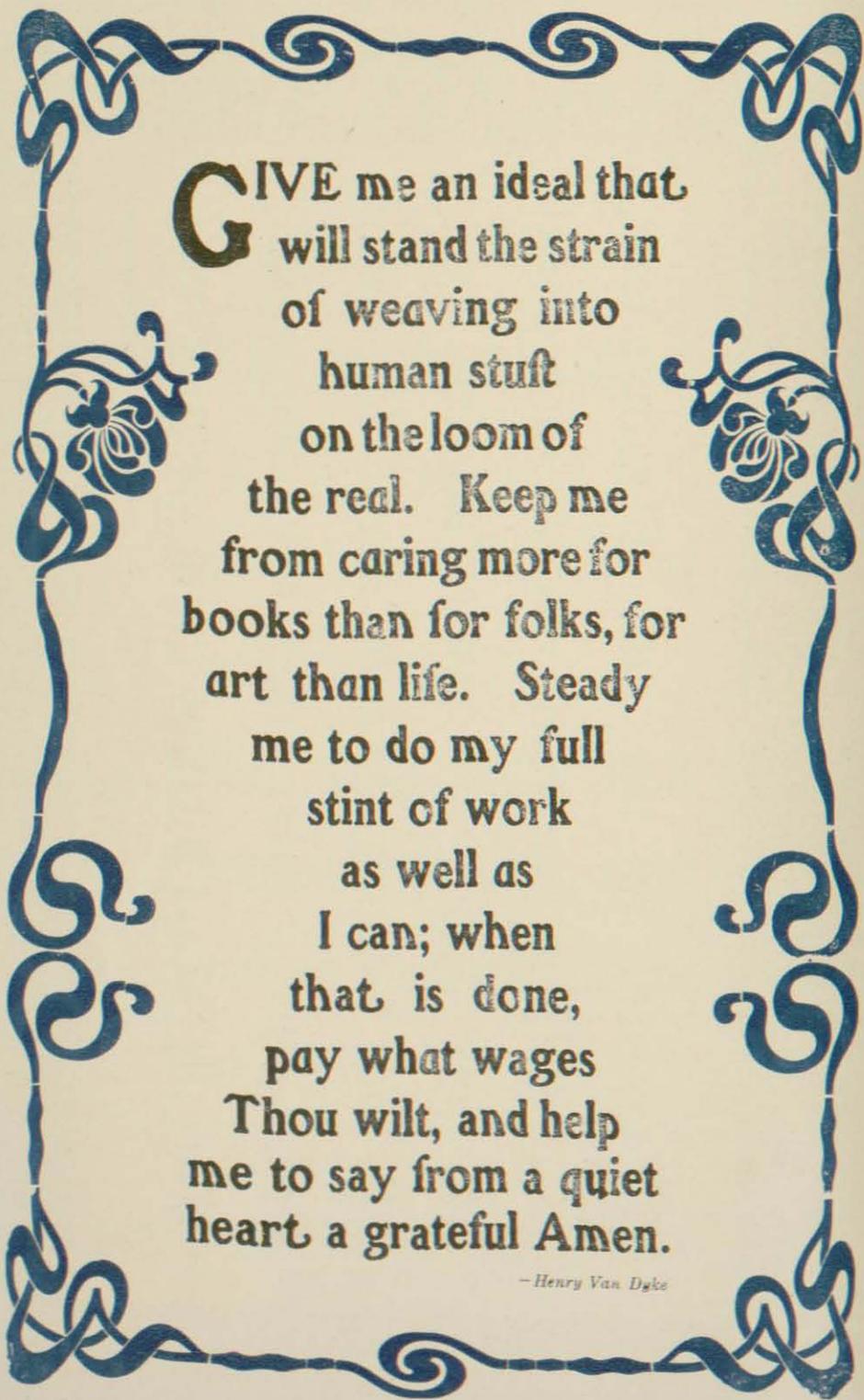
Beautiful is the sun, O strangers,
— When you come so far to see us!
All our town in peace awaits you,
All our doors stand open for you;
You shall enter all our wigwams,
For the heart's right hand we give you.

Song of Hiawatha.



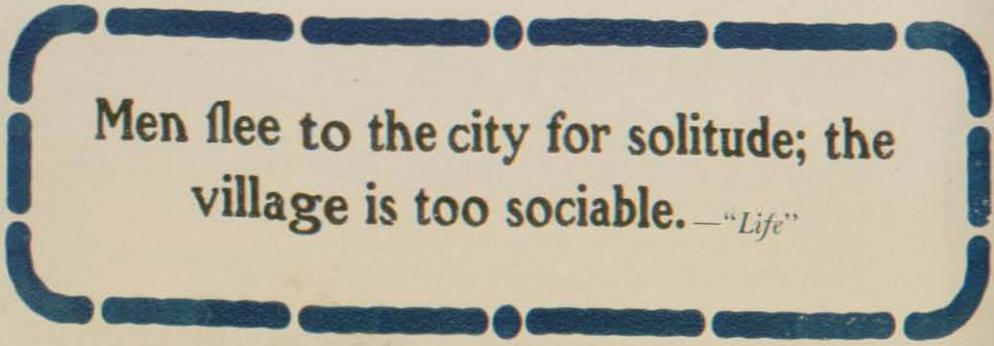
They are as sick that surfeit with too much as
they that starve with nothing.

—SHAKESPEARE.



GIVE me an ideal that
will stand the strain
of weaving into
human stuff
on the loom of
the real. Keep me
from caring more for
books than for folks, for
art than life. Steady
me to do my full
stint of work
as well as
I can; when
that is done,
pay what wages
Thou wilt, and help
me to say from a quiet
heart a grateful Amen.

-Henry Van Dyke



Men flee to the city for solitude; the
village is too sociable. —“*Life*”

USE OF BULLETINS.

Department Orders Touching Efficiency Reports and Vacation Details of Teachers.

Some weeks ago a series of bulletins on industrial subjects was mailed to all Superintendents in the Indian Service. These should be placed in the hands of the proper employees, and careful attention given to the directions and suggestions contained therein. It must be understood that these bulletins are only suggestive; that they are not intended to be comprehensive discussions of the subject to which they pertain, and teachers must supplement them with such additional work and exercises as may be found necessary. For example, "Farm and Home Mechanics" makes suggestions for the construction of various articles, and in a number of cases provides the drawings necessary for this purpose. Teachers must supply additional designs whenever it is found necessary and practicable to do so. Arrangements will be made with some of the larger schools that do blue print work to prepare additional drawings. Superintendents desiring working drawings for articles not mentioned in this bulletin may submit rude sketches, dimensions and such other information as may be necessary to the Office, and one of the larger schools prepared to do blue print work will be requested to supply the drawing. In this manner, it is hoped that these schools will be of great service in strengthening the work of the entire educational system. Industrial instruction must hereafter be a dominant feature of our schools, and Superintendents should give this matter their careful attention.

It is not practicable to distribute these bulletins to other than those school em-

ployees to whom they properly belong, but additional copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., by those desiring them. Returned students particularly should be encouraged to purchase such of these bulletins as will be of service to them.

EFFICIENCY REPORTS.

The matter of efficiency reports will be given more consideration than heretofore. Hereafter, in making reports upon the efficiency of employees, if an employee is reported as "Excellent," it is understood that he should be promoted; if "Good," that he should be retrained in the same or a similar position; if "Fair," that he should be demoted, and if "Poor," that he should be relieved for inefficiency.

Superintendents must refrain from recommending that an inefficient employee be transferred to another school, unless they are positive that under new surroundings, and under changed conditions, they may be able to do better work. An employee marked "Poor" will not be transferred to another school unless there seems to be excellent reasons for so doing.

Superintendents should give careful attention to the character of the services of their employees. It is as much the duty of Superintendents to undertake to make good employees out of those that would otherwise be only fair or even poor as it is their duty to properly administer the affairs of the school in other respects. The Office is of the opinion that the Superintendent who is not able by means of



AMONG NATURE'S BEAUTIES IN THE WEST.

encouragement, supervision and sympathetic direction to improve to some extent the services of his employees is in this respect failing to perform his entire duty.

DETAILS OF TEACHERS DURING SUMMER
VACATION.

In addition to the work that it may be necessary for Superintendents to detail teachers to perform during vacation, the following matters shall be taken up by them:

Pupils' record cards should be properly filled out, not only the records of the pupils enrolled, but as much information as possible should be secured relative to the pupils who have left the school. These records should be complete in every detail, and the work should be brought up to date during the summer vacation.

A careful adaptation of the State course of study should be made by the teachers collectively for the use of the school, and weekly outlines of instruction in the subjects which they will teach should be prepared for at least the first two months of the next school year.

The subject of singing should receive more careful attention in our schools than heretofore, and it is hoped that hereafter satisfactory instruction may be given in this subject in all grades. In boarding schools where there are two or more teachers, Superintendents should see that considerable preparation is made by them for the proper instruction in music next year. If one of the teachers, as is usually the case, is qualified to instruct in singing, it might not be inappropriate to direct that at stated intervals during the summer vacation teachers take instruction in singing, under the direction of this or some other qualified person, which will assist them in their next year's work.

It is also suggested that in all boarding schools a calendar of work, covering the

entire school year, be prepared, setting out what shall be done on each day of the year, as to socials, assembly exercises, lectures, temperance and health talks, athletic meets, religious services, entertainments, etc.

Some time before October 1, 1911, all teachers will be requested to prepare a thesis on a subject closely related to the topics discussed in the following books, both of which are on our regular authorized list:

Among Country Schools, Kern, Ginn & Company. Common Sense Didactics, Sabin, Rand, McNally and Company.

The teachers will be requested to have these theses written on the typewriter whenever this is practicable, and, for the further information of the Office, they will be kept with the status files of the teachers.

Respectfully, R. G. VALENTINE,
Commissioner.

Pencil Points for Teachers.

By John L. Shroy, in *Journal of Education*.

Smile, and the class smiles with you.

Of principals: Many are examined, but few appointed.

A little compliment now and then is relished by the best of teachers.

Try to fit your place. A loose shoe once caused a blister.

A loud, shrill, schoolroom voice is an abomination of desolation. If pupils could get away, they would be found crowded in the room of a low-toned, sweet-voiced teacher, where they would have to work twice as hard.

The spirit is willing, but the curriculum is extensive.

Eternal vigilance is the price of good discipline.

He jests at teaching who never taught.

Where the principal does the teacher's thinking the teacher soon goes mentally lame.

Spare the illustration and spoil the explanation.

An angry parent is a fire that will soon burn itself out. Your anger added will cause a conflagration. Ice puts out fire quicker than more wood.

A kind, courteous answer to an unkind, discourteous note will heap coals of fiery shame upon the unkind writer's head.



HOME ONE, LARGE BOYS' DORMITORY, CHILOCCO, OKLA.

CIVIL SERVICE EXAMINATIONS.

Philippine Service, August 30-31, 1911.

THE United States Civil Service Commission announces an examination on August 30-31, 1911, at the places mentioned in the list printed hereon, to fill vacancies as they may occur in the positions of teacher, industrial teacher, and clerk in the Philippine Service.

The entrance salary of the majority of male appointees will be \$1,200 per year, although some appointments may be made at salaries of \$1,000, or \$1,100, based upon the experience and the relative standing in the examination, and they will be eligible for promotion up to \$2,000 per annum for teachers. Eligibility in the assistant examination is required for promotion to the positions of division superintendent, which carry salaries ranging from \$1,800 to \$3,000.

The work of American men teachers is largely of a supervisory character, and the higher positions are filled as vacancies occur by the promotion of those who have demonstrated their efficiency and ability in the service.

Heretofore the majority of those qualifying in the assistant examination who are willing to accept appointment as teachers have been selected. Others will be required in the various clerical and administrative offices in the islands.

Men only will be admitted to the examination for assistant.

Women will not be admitted to the teachers examination unless they are the wives, immediate relatives, or fiancées of men examined for teacher or assistant or appointed to or already employed in the Philippine Service as teacher, except that

those who have had special experience in teaching Domestic Science and Home Economy, or have had training in these subjects and are applicants for positions as special teachers of Domestic Science and Home Economy may be admitted. Each woman applicant should state definitely in her application the name, address, and relationship of such person, or that she is applicant for a position as a teacher of Domestic Science and Home Economy. Appointments made from the female teacher register will be at entrance salaries of \$1,000 to \$1,200.

It is desired to secure as many eligibles as possible who are college graduates, and especially graduates of polytechnic schools and of agricultural schools and also to secure eligibles who are graduates of normal schools.

The Philippine school year begins in the early part of June and ends with the month of March. So far as possible all appointments as teachers are made with a view to their arrival at Manila before the beginning of the school year, which requires that the appointees sail in April, or the first week in May. In this way the contract period of two years expires with the school year. Later sailings are sometimes permitted, but few appointments are made during the remainder of the year.

MICHIGAN's greatest industry is the manufacture of automobiles. There are about one hundred sixty factories in this country, and thirty-five or forty of these are in Michigan.

COMMENCEMENT ORATIONS.

United States Indian School, Chilocco, Okla., June 11-14, 1911.

The Indian's Relation to the Soil.

By FRANK LARIVER, *Chippewa.*

THE relation of the Indian to the soil is not a new subject since it has attracted the attention of the public ever since the first white settlers came to America. The policy of setting aside some parts of our country as reservations for the Indians was inaugurated by the United States government in 1786. It was thought to be necessary, not only in order to provide the Indians with homes and with land for cultivation, but to avoid disputes in regard to boundaries and to bring them more easily under the control of the Government by confining them to given areas.

The establishment of reservations brought about a very radical change in the habits and customs of the Indians, and was the first step toward a reliance upon agricultural pursuits as a means of existence.

In the early days reservations were formed chiefly as the result of cessions of land, and, as a general rule, the Indian could make no leases of land, sales of standing timber, grants of mining privileges, or rights of way to railroads without the authority of Congress. The Government, on the other hand, was obliged to prevent any intrusion, trespass, or settlement on the lands of any tribe or nation of Indians unless the tribe or nation had agreed to it.

In 1871 an act was passed by which the setting aside of reservations by treaty was terminated and this brought transactions with the Indians under the immediate control of Congress. By later laws the matter has been placed under control of the President.

The Act of Congress of Feb. 8, 1887 "to provide for the allotment of lands in severalty to the Indians" took no account of the physical character of the different sections. It merely provided that each allottee should have eighty acres of farm land or 160 acres of grazing land. So it happened that many Indians were given more land than they could possibly work and many others less than enough to afford them a comfortable living. In other cases, want of capital, the absence of markets for produce, and other hindrances of various kinds kept the Indian farmer from being successful. Then, to, it

very frequently happened that the Indians showed no disposition to support themselves. They simply sat down and let things drift, or gave themselves up to indulgence in their old-time sports of pony racing and dancing.

But while the efforts to make an agriculturist of the Indian have not met with as much success as could be desired, the fact remains that the large majority of Indian boys need to know how to farm and to know the value of land.

It has frequently been said of our people that we will never become entirely self-supporting until we have sold the last acre of our land and spent every dollar of the money we received for it, but this we think is a mistake. On the contrary, we believe one of the most serious dangers that threatens the Indian to-day is the alienation of his lands. We must keep our land and by means of it secure our living if we are to survive as a race. Tilling the soil and caring for stock are the primary means of earning a livelihood and all other industries, trades, and professions are dependent upon agriculture, for it is the occupation that supplies mankind with food. Much of the Indian land is rich and fertile for they had first choice when the allotments were assigned. Within the next generation the Government will turn our land over to us to keep, sell, or mortgage. If we have not the common sense, courage, and industry to keep it, will the Government give us more? No, indeed. If we sell our land and spend the money, how then can we earn a living? By only one way and that will be to hire out wherever we can and accept whatever is offered to us, while, on the other hand, if we stay on our own land we can live independent and healthful lives. Boys who would not live a year in a machine shop or factory may have many years of usefulness and happiness in the open air life of their western farms.

But you may ask, "Why does your school teach trades if you think the Indian is so closely related to the soil?" Simply because a man is a better farmer if he has a knowledge of one or more useful trades. Some allotments are far from store and shop. Is it not an advantage to us to know how to shoe our own horses, repair our own machinery, paint and plaster our own houses, lay our own walks, and build our own barns? Will a man be a poorer farmer because he has some knowledge of steamfitting and

engineering? Education which fits a boy or girl with any sort of preparation for life is not wasted.

Within the next two weeks many of us will go to our homes. Conditions there will perhaps be discouraging. We have made up our minds that if we do nothing else we will try to be good citizens. We have been taught the duties and privileges of citizenship as well as the value of honest labor. We know that the world wants workers but that it has no place for the idler. Everything seems to indicate that in the future the Indian will not be a stranger in the land which knew him before it knew any one else. But our success in the future will all depend upon the way in which we take advantage of our opportunities.

What the Government Has a Right to Expect of the Educated Indian Girl.

By Miss STELLA COOPER, *Pottawatomie*.

THIS great school from which we are being graduated today was founded by our Government in order that we might become educated and be of some benefit to our people. What, then, has the government a right to expect of us? Improvement should be moral, intellectual, and physical. The returned school girls of to-day have fewer temptations to forsake the civilized ways than the girls of years ago, when none of the Indians had an idea of education; but too many go into camp and do not practice what they have learned. They are too willing to fall in line with the ways of the old people. This is not necessary, for in every community there are to be found some Indians as well as some white people who appreciate what the Government is doing for us, and who are ready to help and encourage the returned student.

While in school we have been taught the domestic duties that every woman should know. We should be willing to cook, bake, wash, scrub, sew, set a table, and, above all, to keep ourselves and our homes neat and clean. Then instead of criticising and ridiculing us, our people will commend and praise. The Government has a right to expect that we will show the civilized ways to be better than the old ways by practicing them so others will want to send their girls to school, that they, too, may learn these things.

A girl's housekeeping ability is often judged by the way she keeps her stove and kitchen. A good housekeeper has her kitchen bright and her work carefully planned and the cooking utensils systematically arranged. The system

and care required of us in school can easily be applied here.

Too many girls who go home from school become discouraged because they do not have the things to work with that they had in school, and in place of making the best of their surroundings, simply give up and become a burden to their people instead of a help. When such is the case, is it any wonder the older Indians refuse to send the younger members of the family away to school? The returned student must use great tact in her efforts to help her people or there will be danger of their thinking she is trying to put herself above them and they will oppose her every effort. She can in dozens of little ways make them more comfortable and happy and by and by they will come to see that the new ways are better.

If there are small children in the family, the older sister can soon win their confidence and can make them happy by making them neat little dresses and by seeing that their hair is neatly brushed. In a few years these children will be anxious to go to school where they, too, can learn to bake good cakes and make nice dresses. And it is a duty which the returned student owes her school to try to persuade other girls to go there.

Some Indian girls, when they graduate, are not needed at home, so they go out into the world to make their living among white people. Here the government expects even more of them, for the eyes of the world are upon the educated Indian girl. The kind men and women who were ever ready with a word of caution or warning during our school days are no longer present, but in their places are many who are only too ready to see our faults instead of our virtues, so we cannot be too careful in choosing our friends. If we keep company with people of weak character, we are sure to follow in their steps.

Our people need to be taught more sanitary ways of living, and we are glad our Government has taken a hand in the question of health. While in school we have been taught many things about the care of our bodies and this is one of the ways in which we can most easily help our people. A well ventilated sleeping room and a sanitary kitchen are a good recommendation for any housekeeper, white or Indian.

America leads the world in the movement toward the betterment of the condition of her women, and we girls, who have had good school advantages, must set the pace for the women of our race.

Chilocco has given us an education. It has prepared us to face the world and to get all that

belongs to an American citizen. But these things are only ours in trust. By being loyal to our school we can show that we appreciate what it has done for us. By being loyal to what we know to be right we can show our country that we are grateful for the benefits which the government so generously provides.

So we leave our school home with the determination to give the best that is in us to our people, and to the world.

The Wisdom of Silas.

Faith—that's sure believin'
Things that look deceivin',
And their ways behoovin'
Though they can't be proven.

Hope—that is a feelin'
That comes o'er ye stealin'
In the midst o' sorrer:
You'll be gay to-morrer.

Charity—that's givin'
Suthin' of your livin'
To some one or other
Like he was your brother.

Virtue—that is suthin'
That don't bring ye nuthin'
But a pleasant i-dee
That you're boney-fidee.

Love—that's suthin' funny,
Sort o' bright and sunny,
That comes up and nabs you
When the right gal grabs you.

If ye get these five 'uns,
Keep 'em good and live 'uns.
Sure as I'm a sinner
You'll come out a winner!

—John Kendrick's Bangs, in *Harper's Weekly*



THE NEW WAY.

THE housekeepers of America to-day make seventy per cent of all the bread, yet the remaining thirty per cent made by the makers involves a capitalization of over \$27,000,000.

"NOBODY ever constructed a sky-scraper, or organized a railroad, or built an ocean liner, or ran a theater, or developed a department store, on excuses."

AT THE INDIAN SCHOOL.

Life is growin' brighter
Every day;
Souls are growin' whiter
Every day.

Birds are singin' sweeter,
Girls are lookin' neater,
Life, it grows completer
Every day.

Keep your song a-goin'
Every day;
Keep your music flowin'
Every day.

Cast off sad repinin',
Shine the murky linin',
Keep the sun a-shinin'
Every day.

—Joe Cone.



THE OLD WAY.

DEPARTMENT REPORTS.

ACADEMIC DEPARTMENT.

JOSEPH G. HOWARD, *Principal.*

THE Academic Department has had during the past year an average attendance of some 450 students with an enrollment at times as high as 550. These students represent forty-seven tribes, from the Apaches of the southwest to the Assiniboines of the north, and from the Clatsops of Oregon to the Eastern Cherokees of Tennessee. Here have gathered, for the first time, the children of the Five Civilized Tribes—Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles; bringing new life to the school formerly composed of Indian children from the reservations.

The year has been one of rather unsettled conditions for this department, owing to the completion of the new building for use at the middle of the school year. Our teaching force, however, has had comparatively few changes, and has been able to work systematically to the completion of a creditable year's work with all classes.

The force of instructors, at the opening of the academic year, consisted of the following teachers: Miss Sadie F. Robertson, Eighth and Seventh A Grades; Mr. James W. Buchanan, Seventh B and Sixth A Grades; Mr. Adelbert J. Tobey, Sixth B and Fifth A Grades; Mrs. Martha B. Howard, Fifth B Grade, two divisions; Miss Gertrude M. Golden, Fourth A and Fourth B. Grades; Miss Emma Tooker, Fourth B and A Special Grades; Miss Katherine Krebs, B Special and Primary Grades. The change by transfer and promotion of Miss Golden brought to us Miss Elizabeth Dempster, who by a like change has been succeeded by Mrs. Allace S. White. Mrs. Howard's resignation on account of appointment as Postmaster at Chilocco, has brought to us temporarily, Miss Ernestine B. Leasure of Arkansas City.

Chilocco's "special classes," better known in some sections of the country as "adult primary," are a feature of the work of which we may justly be proud. There are gathered into these classes the full grown boys and girls who have had very little in the way of school advantages, and here, in classes, not embarrassed by children much younger than themselves, they can apply themselves to the elementary work and make up more rapidly the time lost. These classes, numbering some seventy students, are made up

of the desert children of the Southwest, and the Creeks, Seminoles, and others of the swamp and river country of eastern Oklahoma.

Throughout all grades, the course this year has paralleled the local State course of Oklahoma in all main features, with necessary adaptations to the Government texts, and the special needs of the Indian youth. Agriculture as a science has received considerable attention, especially as an important part of the course for Sixth and Eighth Grades. The senior grade of the school, the Eighth, has also given special study to the subject of Civil Government and United States history. A class of twenty members has been instructed in the work of this grade. From this a senior class of graduates from the academic department will be selected at the close of the final examinations held during the last week of May.

Our library, comprising some 1,400 volumes, exclusive of magazines and pamphlets, has been installed in a commodious, sunny room on the main floor of the new academic building. Here it is a source of daily reference, both for instruction and recreation. There has already been allowed for next year a special teacher of agriculture, who will organize the instruction in this subject, giving laboratory work and practical demonstration. We look forward to the organization, next year, of a ninth grade which shall include instruction in the natural sciences and general culture studies. We also hope for appointment of a special teacher of music, and an increased force of nine class-room teachers, making a total of twelve instructors, who can more properly care for the academic study of five hundred students. The present corps of instructors has labored faithfully and efficiently through the difficulties of the year, and have most certainly added another building year to Chilocco's record as an educational institution.

INDUSTRIAL DEPARTMENTS.

By AMOS B. ILIFF, *Superintendent of Industries.*

THE blacksmithing department under the management of Isaac Seneca, has had a busy year. This being the busy season for mowing machines, and the occasional breaks, give the boys some excellent information on repairs. Keeping the farm implements in good condition is no small part of Mr. Seneca's work, and when we add 100 horses, whose feet have to

be kept in good shape, it is certain the smiths are getting their share of practice in this line. Those who were interested in this department especially found on exhibition a nice display of forging this year.

Bertes S. Rader, who has charge of the stone, cement, brick, and plastering work, has quarried the caps, sills, and corners for the new Commissary building, and with a good strong detail, and help of one mason, has built the walls of this new building. Rosaro Durant has demonstrated that he has in him the making of a fine stone cutter, as he cut many of the jambs for this building. Charles Howacum and Ramond Pancho are good stone masons, as their work will testify. I am glad to be able to say, that the whole detail of mason boys are industrious, wide awake boys and are cheerful even under the hard work they have to do.

John Washburn's work this year has been so diversified, that it would be hard to come near a complete list of what has been done in the carpenter's line, but in addition to the general repairs of buildings and furniture is a neat set of rostrum furniture, consisting of three solid oak Mission chairs, one settee, and an oak reading desk. The chairs were made by Ezekiel Coulon and West Toinetta, and the settee by Jackson Lomekema. All show more than ordinary skill in workmanship. The carpenters are now doing the woodwork on the new Commissary building. We had a very creditable display from this department at Commencement.

Wm. A. Frederick, the nurseman, and his detail, have been very diligent this spring, pruning the trees, caring for the nursery stock, and the orchards. Some excellent work has been done with the spraying machine. This department has trimmed and beautified the grounds throughout, but special mention should be made of the grounds around Home Four, and the School building. And now that the rain has come they will soon "blossom as the rose." New soil has been brought from the lake bed, and spread over these grounds, and they have been brought to a nice grade, showing that the nursery boys have an eye to the beautiful as well as the useful.

Henry Keaton has no further use for a mirror. He simply steps up by the side of one of his handsome blacks, and observes his features reflected from its shiny coat. Chilocco cannot be surpassed in the service for fine, well kept horses. There are about 100, all told. Thirty teams can be hitched up at one time, and good riding horses are always available. Mr. Keaton hauled with his blacks at one load from Arkansas City, 106

bus. and 25 lbs. of oats. When you visit Chilocco see the horses. It is worth your time.

The paint detail under the instruction of John Heydorf made an excellent record this year for high climbing and good work. The tall stack on the powerhouse received a fresh coat of brick-red paint, and was laid off in white, showing each brick. This is a great improvement, both for looks and use. The roof of this building also received a fresh coat of paint. The painters have recently repapered the office rooms, and put down a fine new linolium floor covering, and have given the office a general furbishing. Alva Art, Malcom Longhorn, Charles Stadiem, Jonas Powshiek, and John Pamboga are among the ones who have worked at the trade the longest. All the new articles mentioned from the carpenter shop, as a matter of course, passed through the painter's hands.

The harness shop under the management of Jacob Leukins has done good work this year, considering that all the boys are in their first year. There has been turned out from this department 70 sets of work harness, standard pattern; 3 sets of Concord pattern, heavy 2 inch trace; 5 sets of double driving harness; 5 sets of single driving harness. Making a total of eighty-three sets for the school year of nine months. This amount of new work, in connection with the repairs of about thirty sets of harness in use at the school and the repairs of shoes, in which 500 pounds of sole leather has been used in repairing 1,500 pairs of shoes, shows that the harness makers have been busy this year. Among those who have taken the most interest in the work are Ralph Pepper, Robert Dougherty, Walter Dougherty, Jhon Potts, Jonathan Whitmire, John Morris, Jesse Morris and Wilbur Eves. The remainder of the detail are good workers, and next year will show them more proficient.

Nursery Department.

WILLIAM A. FREDERICK, *Instructor.*

MANY of the apple and plum orchards and deciduous ornamental trees of Oklahoma have had a very severe struggle for existence this spring as a result of the cankerworm or leaf-feeding caterpillar.

Where no measures were taken to check the worms many trees denuded of their foliage will be destroyed. The season at this time being so dry will promote a tendency to retard the young growth before the very warm weather arrives, thereby subjecting the trees to sun scald.

The spring cankerworm or measuring worm, (*Anisopteryx vernata*) is the larvæ of a geometrid moth, the female being wingless. Cultiva-

tion of the orchards will greatly tend to exterminate them in their dormant state as the larvæ become chrysalids underground, while spraying will check their ravages during their feeding season.

For spraying we have used 3 lbs. of arsenate of lead to 50 gallons of water. The result was phenomenal. Great care was taken to spray each tree thoroughly.

A spray pump having a pressure of 60 to 70 pounds was found sufficient to give highly satisfactory results with a Vermovel nozzle.

Dairy Department

By CHRISTIAN W. LEIB, *Dairyman.*

CHILOCCO'S dairy aims to keep in the front rank in all the essentials of good butter production, which our Indian students much enjoy. They also take kindly to milk and its byproducts. The dairy is kept in the best condition possible with the character of its old buildings considered. Cleanliness is emphasized and insisted upon in every detail. But perhaps a report of the year's production will speak more effectively for the dairy than mere words. Here are the figures for one year in both butter and milk:

MILK.		
		Pounds
1910		
June	.....	36,699
July	.....	28,553
August	.....	24,848
September	.....	19,334
October	.....	15,418
November	.....	13,287
December	.....	19,305
1911		
January	.....	24,530
February	.....	27,393
March	.....	31,350
April	.....	31,717
May	.....	38,056
		310,490
BUTTER.		
		Pounds
1910		
June	.....	1,109
July	.....	839
August	.....	697
September	.....	547
October	.....	356
November	.....	261
December	.....	432
1911		
January	.....	711
February	.....	763
March	.....	846
April	.....	830
May	.....	1,298
		8,689

Engineering Department.

By L. E. CARRUTHERS, *Chief Engineer.*

CERTAINLY the most important work done by the engineering department outside of operating the steam plant, has been the heating, wiring and plumbing of the new school building and its auditorium. This work has been done exclusively by the apprentices in this department, which involved unloading ten tons of radiators in Arkansas City, and in hauling them seven miles to the school, making steam connections from the power house, together with the return system to the same point.

The material and fixtures for the lighting system were selected by the chief engineer about a year ago in Kansas City, Mo., and consist of four four-light clusters in each of the ten school rooms, and twenty five-light Benjamin clusters, suspended from the ceiling in the auditorium. Also, twenty-six lights in the arch over the stage and forty footlights. The footlights are arranged in two circuits, one white and one red, each controlled by a separate switch. There are fifteen droplights in hallways and corridors. We are now putting in sixty lights over the stage, which are suspended in four separate circuits between the fly curtains, so as to be raised or lowered at will by flexible cables.

The entire system is put in iron conduits, and any wires can be taken out or put in without interference with the rest of the system. The auditorium lights are controlled by a 12-switch box on the stage. The chief engineer is proud to say that he did not put in one screw or make one connection in this lighting system with his own hands. The entire work was done by the Indian assistants and students. Had this heating and lighting system been put in by contract, it would have cost between four and five thousand dollars. The actual cost to the school complete to date has been less than \$1,500.

The next more important work has been the retubing of one of the 200-horse power water tube boilers. This job was done by an Indian assistant receiving \$15 per month, with the aid of two student helpers. Had we hired a boiler maker from outside, it would have cost \$5 per day, or an aggregate of \$50.

The engineering department is one of the most important factors in carrying on the school, in that it has to be operated for eighteen to twenty hours per day every day in the year, in order to supply steam, water, ice, electric lights and power for every other department of the school, and keep the same in repair.

After the third offer one of our student assist-

ant engineers accepted a call by the Government to a place at a salary of \$600. This was one of our worthy boys, in more than one way, James Miles, who is now assistant engineer at Fort Defiance, Ariz. He was in this department less than four years, and his appointment to this position is proof of what an Indian boy can do if he will try as Miles did, and of the appreciation of faithful services by the Indian Department.

Domestic Science.

By MISS ALMA McRAE, *Instructor.*

WE have had about forty girls under instruction in this department during the past year. Their studies are divided as follows: First year—Study of foods; practice in cooking the foods we study; lectures in laundry work. Second year—Serving meals and lectures in home management. Senior year—Serve meals, the students determining the character of the menu; home sanitation; serving company dinners. The results for the year in this department have been satisfactory. The girls are interested in their work, and make substantial progress.

Garden Department.

B. M. WADE, *Gardner.*

SERIOUS difficulties meet us on account of dry weather. Not seven inches of rain fell in eighteen months! This is a case of dry gardening. We have in 30 acres of Irish potatoes; 25 acres of sweet corn; 10 acres of sweet potatoes; 5 acres of tomatoes; 4 acres of pumpkins; $\frac{1}{2}$ acre of cabbage—early; one acre of seed onions; an acre of peas; one-fourth acre of string beans; melons, water and musk, five and a half acres; one half acre of lettuce and radishes. That is the amount put in the ground, cultivated and cared for. What the crop will be is problematical.

Sewing Department.

MISS ADA R. HETRICK, *Instructor.*

IN Leupp Hall is the sewing department, where we make and repair the fabrics used by the school. We are a very busy family of Indian girls. The following will show some of the work done by this department during the past year: Peticocoats, 670; table cloths, 238; curtains, 96; aprons, 113; towels, 850; boy's waists, 83; running pants, 24; night gowns, 336; pillow cases, 587; sheets, 613; napkins, 223; under waists, 67; dresses, 1,130; capes, 42; serge skirts, 42; white waists, 48; coats, 58.

The Indian girls adapt themselves readily to the requirements of this department, some dis-

playing more than ordinary aptness in the varying work required of them. The year's work has been very satisfactory to the instructor, and her assistant, Miss Esther Joiner.

Farm Department.

JOHN W. VAN ZANT, *Farmer.*

THE rounding up of the school year 1910 and 1911 is upon us. We look back over the twelve months of continuous work (for there is no vacation month in this department) and review it all with much satisfaction. Our aim has been to get results from the efforts put forth. Last fall and winter we took up stock feeding of cattle and hogs, and as a result we placed six car loads of fat stock on the market, three of cattle and three of hogs. How well we succeeded in this line of work the market reports will show. Every load of cattle we sold topped the market. Two loads of hogs topped the market, and the other fell below tops. The reason this load did not top the market was, they were too good for the demand at the time they were sold, or in other words, they were too heavy for the demand at that time.

In addition to the six car loads of stock which were sold, we slaughtered one car load of fat steers just as fine as any that were sold. The profits obtained by the school from the sale of this stock was a feature worthy of note. The experience and knowledge obtained by the pupils in the care and feeding of this stock for the market, is a feature worthy of greater note.

Our farm work has been very heavy this year. We are farming a large acreage and at the same time doing intense farming. This is, as it should be at an Indian School, for, when a student has graduated from this department, he returns home with power to do his own thinking which is necessary in the development of farm life. His mind is made more active as well as more accurate. Formal processes of figuring, planning and doing things with his own hands are learned.

Agriculture should be fostered; it should be aided and encouraged to the uttermost, because it demands the best exercise for mind and muscle. It is becoming more and more popular as a vocation. It is becoming established on a firm basis. Many important facts are being discovered concerning plants, animals and soils, and a great many mechanical devices of value to the farmer are being continually developed. These features, together with the advanced methods of farm management, has brought farming out of the realms of mere drudgery.

The outlook for a prosperous coming year at Chilocco is of the best. Crops look very promising indeed, and our large detail of interested farm students are sufficient to keep things going.

COMMENCEMENT AT CHILOCCO.

SUNDAY, June 11, 1911, was the first of three days set apart for an appropriate closing of a year's work of the United States Indian School at Chilocco, Oklahoma. The day opened beautifully, continued ideally, and closed most satisfactorily.

In the early morning the school formed on the parade ground by troops and companies, the blare of the bugles, the music by the band and the step of the marching columns being welcome sounds to all. The assembled visitors crowded to points of advantage, while the student body placed itself in line on the campus. The guidons fluttered in a very light breeze, and "old glory" clung heavily to the staff upon which it hung. The weather was warm, and somewhat sultry.

The parade was formed, but on account of the heat, a formal inspection was dispensed with, only a review by "marching past in column of fours" being indulged. The Indian boys were in blue uniforms; the girls in white, their lustrous hair bare, or decorated with only the usual ribbons.

The reviewing party was the Superintendent and some of the faculty and instructors. The entire exercise was beautiful to see, and showed high discipline and training. It was said to have been the best parade ever witnessed at Chilocco. The five hundred students and some fifty employees certainly did their best to have the opening of the "Commencement" a notable and successful occasion, and they succeeded admirably.

ADDRESS TO GRADUATES.

In the afternoon at 3 o'clock the auditorium was filled to its capacity by the

students, officers and visitors. The stage had been nicely decorated with the stars and stripes, flowers, and the new scenery, just installed. Upon the platform were the Superintendent, Edgar A. Allen; the speaker, Rev. Walter C. Roe, and a large choir. A new "grand" piano, presided over by Miss Ella Lander, led the first hymn, "Come, Thou Almighty King," followed by the Lord's prayer in unison. An anthem was then sung by the choir, "Oh Clap Your Hands," and a baritone solo by William Moses—the intermezzo by Mascagni.

The sermon was delivered by Rev. Dr. Walter C. Roe General Superintendent of Indian Missions for the Reformed Church. From the first word to the last of this splendid address there was food for prayerful thought. It is published in full in this issue of THE JOURNAL that all our readers may enjoy it.

Sent to the Bench.

Baccalaureate sermon of Rev. Walter C. Roe, D. D., to the Graduates of the Class of 1911, at the United States Indian School, Chilocco, Okla.

Now that your Superintendent has told so much about me I shall not find it necessary to tell you anything about myself, and I am very glad for I do not think that I could truthfully say all that he said. It is a pleasure to stand here and address the graduating class of this Chilocco school, and at the same time this glorious body of Indian workers. I am here to preach the baccalaureate sermon. Long ago, when anyone graduated from an institution, he was crowned with a wreath made of the berry of the laurel. In the Latin *bacca* means berry, and *laurei* means of the laurel, or the bay tree. And so today I am the honored one who is to preach to you, baccalaureates, the baccalaureate sermon.

My subject is one that is familiar to all of you, and is this, *Sent to the bench*. Now you are all familiar enough with athletics and sports to know

that there come times when players are sent to the bench, and it is always a sad thing to him who is taken out of the game by the firm hand of the captain and sent to the bench. It may be for one reason and it may be for another, but he goes and sits there in mortification and shame and sees the game go on and he is not in it.

Now I want to talk to you today about people who are sent to the bench in life and I want you to notice that this life is only a larger game. It is only a big game with its rewards and punishments, and when you people go out into life you will find that you are in the stiffest game that you ever went into. Life is the game and God is the great Captain. God lays down the rules and we must play according to the rules. So then, this is my text: "Because thou hast rejected the word of the Lord, he hath also rejected thee from being King." 1st Samuel 15-23. These words were spoken to Saul, the first king of Israel. He was a man who, according to our theme, was sent to the bench because he broke the rules of the game. He started well. He was well set up. It is said that he was head and shoulders above the other men of the tribe, but little by little he began to think that he knew more about the game than his captain did.

At last there came a time when God said to him "Take your army, go over to the land of the Amalekites, meet them in battle, and in my strength conquer them. Kill Agag the king and destroy the people and the goods." But Saul in his pride thought that was an unreasonable rule. In the strength of the Lord he defeated the Amalekites but he let Agag live and brought back with him the best of the spoils. Then the prophet Samuel came and said to him: "Because thou hast rejected the word of the Lord, he shall also reject thee from being king." And there came a time when that great king was sent to the bench. When the army of the Philistines came up and pitched their camp on little Hermon, Saul drew up his forces and led them to the attack, but the fight went against him and they drove him and his men back up the hill. One of his sons fell and then another and at last the noble hearted Jonathan was killed. Saul, wounded by the archers, said to his armor bearer, "Slay me," but his armor bearer was fearful and so the great king fell on his own sword and died. There he lay through the night, in the moonlight, and the stars swept by and looked down upon a man who was sent to the bench because he broke the rules of the game.

Now this man Saul is a fit type of every man who transgresses the rules of the game and fails. Oh! I wish that I could impress upon you

this fact: God makes the rules. Write it down in your hearts, young people. I wish I could teach you to sing in your hearts, in your homes, and all through your lives, what these young people of the choir sang so beautifully a few moments ago, "God is King." God is king and only God is king. Now this is the lesson that I want to bring to you. It does not make much difference in what place the great Captain puts us, whether we play behind the bat or in the box, or on the bases, or in the field, as long as we play our best according to the rules of the game. That prince among men, Bishop Phillip Brooks, expressed this most beautifully when he said: "This truth comes to us more and more the longer we live, that on what field, or in what uniform, or with what aims we do our duty, matters little, or whether our duty is great or small, splendid or insignificant. Only to find our duty certainly and somewhere, and somehow to do it faithfully, makes us good, strong, useful, happy men and tunes our lives into some feeble echo of the life of God."

You older young people here today, as well as some of you who have gone further in the battle of life, will understand when I say that our successes at the end of this long game will be measured, not by what we have accomplished, but by whether, in some feeble way, your life or mine was in tune with the will of the Almighty. It is because men and women, boys and girls, forget the rules of the game that many of them go to rack and ruin in life. I could give you many illustrations. Here are a few: Away over in the eastern part of our country, behind prison bars, there sits a man I used to know of well. He had a great ice company and great steamers on the river and sea, and he became a great banker, but after awhile he began to dip his hands in and take money that did not belong to him, but was entrusted to his care. Write this down as we go along, never use trust funds, however small, in any way but the way they were intended. This man made this mistake, he spent this money and the law took hold of him because he had broken the rules of the game. In spite of wealth and influence he is sitting there in stripes behind the bars at Atlanta with a fifteen year term to serve out. Here is another: It may be it is one of you, I do not know. Perhaps ten years from now there could be written across some of your faces this French word, *roue*, which means broken,—broken in body, character and friendships because you have broken the rules of God by living a life of debauchery.

Here is some sweet girl that has loved, not wisely, but too well, and has yielded up that most precious gem of a woman's possessions,

her maiden virtue. Now she sits, a sad Marguerite, with tear stained face, sent to the bench of her shame. Here is a man far away on the sea where the great waves of the Atlantic dash upon the shore and he looks wistfully toward Europe and wonders what is happening there. It is Napoleon Bonaparte, sent to the bench on St. Helena Island. A man who flashed across the heavens of Europe like some meteor; who held Europe in his grasp and tramped to success through blood and injustice. But lo! on the field of Waterloo, God, the great Captain, reached down and sent him to the bench. A few years ago I stood in the Hotel des Invalides in Paris, under whose spacious dome is a marble tomb, in which the great Napoleon lies, and one old broken down soldier stood guard at the door. Napoleon lived, not for God, but for himself, and was sent to the bench. But sadder still this man, whom the Lord had chosen to be one of his trusted followers, creeps in the night time to the edge of a cliff, makes fast a rope to the overhanging bough, puts the noose around his neck and throws himself down. The treacherous limb breaking, he falls to the rocks below and is burst asunder. It is Judas, the traitor, who has broken every rule of love and friendship and now has gone to his own place on the bench of eternity. Young people, brand this great truth upon your conviction, that God's will is first, God's way is best, and only that life which does his will, in his way, wins the crown.

But it is important that you should know what is your particular game in life, and I believe it to be this, leadership—the leadership of your people. It is this that they need the most of all. No tribe or race has ever come fully to its best until it has developed from its own ranks, safe, strong and wise leaders. Today many of your tribes and the race as a whole is in confusion like some great herd of cattle on the plains that is “milling” around and around and cannot see its way out. What your people need most is the right kind of Indian leadership, and that is the special work that God has ready for you to do. A poet has said, “The old order changeth, yielding place to new, and God fulfills himself in many ways.” In His divine plan the old system of the Indian life is being destroyed by the oncoming wave of civilization, and you young people must turn your faces away from the past to the future. Do not think that you must cast away everything that is Indian, however, because there is much in the old Indian life that is good. I love it as I know you do. You must hold fast to everything that is true and pure and good, but cast away everything that stands in the way of the progress of your people.

Now to become the right kind of a leader requires certain things. First you must be true. I hope it will never come to pass that any one of these young men or women whom I see here today, will go home and use their education, their knowledge of English and the training which the Government has given them, as a means to betray their own people. God and mankind hate a traitor, and I know of few more contemptible figures than that of the returned student who holds out his hand to take a bribe and sells himself to the grafter for the destruction of his people. Over in Kansas City, in one of the great slaughter houses, they have a steer that is trained to lead the others from the pens into the killing room. He is well fed and taken care of and many times a day he goes through that slaughter house and comes out all right, but each time he leads a bunch of his fellows and they never come out alive. God forbid that anyone of you should become like that souless beast and lead your own people to destruction. You must be a true leader. You must also be clean, and I would say this especially to you girls. As I look upon you in your beautiful clean dresses, it hardly seems necessary to tell you that you must be clean in your dress and in your bodies and in your homes, although you must not forget that these are exceedingly important things.

Let me advise you in passing, that if your people are able you insist that there be a separate room in the home for the girls. Make it pretty, with a white clean bed, and simple curtains at the window and pictures on the walls so that it will look like the home of a Christian lady. It is not enough to be clean in these outward things; your souls must be clean. Stand for the purity of your homes and your tribe. If the women are impure, the tribe will certainly be debased, and God lays upon you girls and women the main responsibility of keeping your people pure. However, you young men must also bear your share of this work and protect the girls and women of your tribe against all assaults upon their safety and their virtue, for no tribe can advance to greatness, that is full of the rottenness of impurity. Therefore you must be a clean leader. And again you must be wise. It is often thrown up against the returned student that he breaks down when he goes back to his people. As I come and go among the white people I am often asked that question, whether the returned student is not a failure, and I have to admit that oftentimes he is, although during my long life among the Indians I have noticed that many who seemed to go down in the battle, after ten or it may be twenty years, rise up again and fight to the end. I know all too well

the difficulties which you young people have to face when you reach home, and I warn you not to think that you can rush in and in a day change all the conditions which will face you. It is very foolish for a returned student to find fault with everything or try to set everything right in spite of the wisdom of the older people. You cannot succeed that way, but when you reach home, be like a man who stands on a hill and looks a long way ahead. Do those things that you see will be best for your people in the future. Stand for those things which are right, even if they are hard now. Watch and think and plan, for the good leader must be a wise leader, and he must also be brave. You will know that you will meet many obstacles and temptations, and if you would succeed you must have the courage to say no. You must be brave, not only to withstand the attacks upon your people from the outside, not only to defend them from their enemies, but also to save them from their own mistakes, follies and wrong doing. This takes the greatest courage. It is hard for an Indian boy or girl to stand out against the old ways of his people, but you must set your face resolutely against everything that holds your people down. Fight against the drink, the gambling, the peyote, the sun dance, the giving dance, and every other custom which degrades and checks the progress of those you love. Be a brave leader, but more than all you will need to be a Christian leader. It is easy to tell people how to be good; it is hard to be good. It is easy to lay down rules and make laws, but it is hard to put into a man the power to keep those laws.

I know of no power that can be put into the heart of a wicked man that will make him good but the power of the gospel of Jesus Christ. It is well that you should instruct your father in the ways of industrial life, to show him how to set up a disc harrow or to run a self binder, but this is not enough. The greatest thing that you can do for that old man is to take his hand and lead him upward until at last you place it in the hand of the strong Son of God who will become his Saviour and his Helper. So through all, trusting in God, you must be a Christian leader if you would bring the best good to your beloved people.

I cannot close without one word of appreciation and encouragement to those who, under God, have played so important a part in bringing these young people to the point they have now reached. I would say to you, Mr. Superintendent, and your body of employees, that this work in which you and we missionaries are

engaged is a most noble one. This is the place which God has given us to play in the game of life, and we must play it well according to the rules which the great Captain has laid down.

We must remember that our object is not primarily this individual or that, although we must pour out our heart's affection with anxious solicitude upon every individual, but our prime object is the uplift of a race and we must go on patiently and steadily with our task even though at times it may seem to us that we are building in the sand and that our efforts are doomed to failure.

I read the other day this simple refrain, which applies perfectly to our work: "Tho the wave may break in failure, the tide is sure to win." We are not working merely for the wave which is the creature of the changing wind, but we are working for the tide which is the great incoming of the flood that is controlled by far away unchanging forces, therefore let us take a long look ahead and defy discouragement and let us remember that while we must teach these children books and things, and processes, most of all we must lay our hands upon their souls, for it is only as we shall set their inward hearts and purposes right that we can expect from them those high results which we so long for. We must never, in our busy solicitude for the things here, forget the things of heaven, and those spiritual natures within these boys and girls that God has entrusted to our charge.

And so today, members of the graduating class of 1911, we place upon your heads the crown of the laurel berries. I wish that we might do it in reality, according to the beautiful custom of the olden times, but in symbol we do it to signify that your school days are at an end, and that you must go now to play the larger game of life. God grant that instead of the wreath of the laurel there may rest upon your brows that crown which Paul the aged anticipated when men thought that he had been sent to the bench in a Roman prison condemned soon to be led out to death.

In spite of all he burst forth with these great words, which I pray God may some day be true of you. "I have fought a good fight, I have finished the course. I have kept the faith. Henceforth there is laid up for me a crown of righteousness which the Lord, the righteous judge, shall give me on that day." Like him, play the game to the end according to the rules of the Captain. No grand stand play, no tricky play, no 'mucker play,' but play it for God and your people as Christian gentlemen and Christian ladies should.



CABINET OF THE CHILOCCO INDIAN SCHOOL Y. W. C. A.

BAND CONCERT.

At 6:30 p. m. the Chilocco Indian band gave a concert on the lawn in front of Home One. There was a large attendance of visitors in automobiles and carriages. The school lounged at will upon the grass and the neighboring windows and porches were filled with interested spectators. Director A. M. Venne handled the baton, and the music was of the best. While the band is not large, its members execute with sympathy and the entire performance was well rendered and highly appreciated.

UNION MEETING OF THE Y. M. C. A. AND
Y. W. C. A.

The day's exercises closed with a joint meeting of the Young Men's and Young Women's Christian Associations. The beautiful auditorium was again filled. Upon the stage were the presidents of the two associations, Miss Clara Peck and Clayton Dickson. Superintendent Allen presided, and with him were Miss Harriet

Bedell of St. Luke's Mission, Okla., Cheyenne and Arapahoe, and Rev. Dr. Roe. The choir and members of the school orchestra filled the stage. The hall was beautifully illuminated and decorated, and the occasion being one for and by the youths of the school, was most inspiring.

The meeting opened by singing the hymn "Faith is the Victory," followed by an invocation by Dr. Roe. "Let the Lower Lights be Burning" was sung. There was a selection by the brass quartette, and a song by the male quartette, and an anthem by the choir.

Miss Clara Peck, President of the Young Women's Christian Association then read the following report:

REPORT OF PRESIDENT OF THE Y. W. C. A.

The Chilocco Young Women's Christian Association opened its first meeting of the year 1910 with an enrollment of thirty-six members. Since that time we have taken in twenty-five new members. Among this number three are employees, and Miss Harriet Bedell, the Episcopalian missionary from the Whirlwind Missio



OFFICERS CHILOCCO Y. M. C. A.

CHARLES APEKAUM, <i>Kiowa, Rec'd Sec.</i>	SAMUEL WALKER, <i>Pawnee, Cor'g Sec.</i>
DAVID KING, <i>Apache, V. Pres.</i>	CLAYTON DICKSON, <i>Nez Perce, Pres.</i>
	CHARLES WESLEY, <i>Seminole, Treas.</i>

Miss Bedell has made us several visits, and she gives us much help and encouragement.

The Y. W. C. A. dues for a year is fifty cents. This money is used to help carry on the Christian work in foreign countries and in our own country.

The officers are as follows: President, Clara Peck; Vice President, Alice Williams; Secretary, Anna Esaw; Treasurer, Bertha Shepley, and Nettie Tasso, Pianoist. They together with the kind help of the employees have been instrumental in bringing our association to its present high standard. Our association, as well as having helped to make us strong and better Christians, has also been the means of bringing us together in a pleasant social way, and we have thus spent many pleasant hours. Our programs are along this order: One or two songs at the open-

ing of the meeting; Lord's prayer; another song; roll call, which they respond to with verses from the Bible; then the minutes of the last meeting are read. Then, oftentimes, we have a solo or duet, or quartette. Then the subject for the evening is announced—read from the Bible by the leader who is appointed a week ahead of time. After the reading from the Bible, volunteers are called upon to talk on the subject. We sometimes have one or two recitations. And these members are sometimes called upon to lead us in prayer. Our closing song is "Bless be the Tie that Binds." We have been using the Epworth as an outline, which we have found to be a great help. We have union meetings once in awhile with the Y. M. C. A., and by so doing we are able to find out what each association is doing, and also to understand

and help each other. Miss Edith M. Dabb, the Y. W. C. A. Secretary was with us on Sunday Feb. 28, '11. She talked to us at our meeting along different lines of how we can serve Christ. Then she told us about the Y. W. C. A. conference, which is to be held at Eureka Springs, (which is in the Ozark Mountains) in Arkansas, for the southwestern states, from the 13th of June to the 23d.

She was followed by Charles Apekaum, Secretary of the Young Men's Christian Association, who read the president's address:

REPORT OF PRESIDENT OF Y. M. C. A.

Beginning the school year with only a half dozen boys, the Young Men's Christian Association membership roll has increased gradually until now it numbers 145 active and associate members. This is an increase of 105 members over that of the previous year. The work done by the various departments of the Association is as follows:

The committee on devotional meetings reports a total of thirty-seven devotional meetings, three of these being union meetings with the Young Women's Christian Association, with an average attendance of 150. The average attendance of the young men's meetings being about forty-five. The meetings were led by the active members of the association, the gentlemen employees, and teachers of the school.

A delegation of seven attended the State conference held at Enid, Okla., early last February. The young men who attended this conference gave their reports at a union meeting of the Young Women's and Young Men's Christian Associations held in the Auditorium. Their addresses showed that they had been greatly benefitted by coming in contact with young men from schools and colleges throughout the State and listening to talks and discussions of men trained in the work. They were helped in many ways to be of greater service to their fellow students.

The committee on Bible study reports no organized Bible study classes but efforts were made to encourage individual Bible reading. Although no records have been kept, the committee report that a great many boys have followed daily Bible readings during the school year.

The committee on social events reports three social gatherings, one at the early part of the school year given to the new students, one about the middle of the year given to the members of the Young Women's Christian Association, and the third in honor of our retiring president, James Miles.

The Association had one visit from Mr. Corbin, Student State Secretary, and one from Mr. Hall, International Secretary for the Indians. We are very glad to announce at this time that the International Committee intends to have a Secretary here another year who will devote his entire time to the work of the Association.

It had been expected that Mrs. W. C. Roe would have been present, but sickness prevented, and Miss Harriet Bedell gave an address in her usual effective way.

The meeting closed with the benediction, and a glorious day was rounded out in Christian song and devotion by the young Indian students of Chilocco.

OPERA NIGHTS.

Monday was exclusively "opera" day. The amateur operetta "Pauline," by Chas. H. Gabriel, had been staged after much labor and attention by both students and teachers. The evening was warm, but being students' night, enthusiasm overcame the discomforts of the weather, and a very enjoyable evening was passed.

Tuesday evening the score was repeated for the benefit of guests. On both occasions the auditorium was filled, "guests' night" particularly so, when hundreds were turned away unable to gain admittance. Both performances were creditably rendered, some of the special parts developing more than average talent on the part of those participating. The following was the cast of characters, backed and supported by an excellent chorus:

PAULINE.....	ALICE WILLIAMS
CULLIE.....	BESSIE SECONDINE
CHICKIE.....	ADELINE THORPE
NAINE.....	LOUISE SULTUSKA
KIOMI.....	CAROLINE MURIE
MOTHER.....	SARAH GOFORTH
CHILD.....	RANSOM BOWMAN
FABER.....	EZEKIEL COULON
SHADY.....	SAMUEL WALKER
CASSADY.....	CECIL HORSE
PROFESSOR.....	CHARLES APEKAUM
CHILKOOT IKE.....	HARRISON PARTON



CHLIOCCO'S BASE-BALL TEAM, 1910-11.

RUBEN	MANUEL DOMINGUEZ
THE VILLAGE PHYSICIAN	JAMES WHITE
UNCLE JOE	CHARLES WESLEY
SORROW	RICHARD JOHNSON
BORROW	CLARENCE BARRICKLOW
MORROW	CHARLES GIBSON

While all helped to make it the success it proved, still to Mrs. Allace S. White, musical director, is especial credit due. To her tact, industry and ability is the success of this year's musical number largely due.

BASE BALL.

A ball game between the first team and the alumni was called at 2 p. m. Tuesday afternoon. A record-breaking crowd was present, the grand stand was filled to its utmost capacity. The game was fast, taking eleven innings to decide the winners.

The score was eight to seven in favor of the Alumni.

The line up was, first team—Perico. s. s.; Wabnum, c.; Whitehorn, 1b.; Dominguez, 2b.; Gibson, 3b.; White c.f.; Tiger, l.f.; Pickering, r.f.; Cleghorn, p. Alumni—Dickson, c.; Taylor, p.; Robe-

deaux, 1b.; Little Eagle, 2b.; Chacon, s.s.; Jones, 3b.; Butler, l.f.; Coons, c.f. Chapman, r.f.

The features of the game were two double plays by Perico to Dominguez and Whitehorn, and Gibson's home run.

The base ball team although defeated several times by the fast university and college teams at the beginning of the season, finally found their feet and have been playing some fast games the last few weeks, winning from Southwestern college at Winfield, 4 to 0; University Preparatory School at Tonkawa, 9 to 1; Gueda Springs, at the home ground, 3 to 0.

THIRD DAY—WEDNESDAY.

The third and last day was crowded with interesting numbers, opening at 10 o'clock, with the following programme, at the auditorium:

Overture, "The Sky Pilot".....BAND

INVOCATION.

Chorus, "College Boys' Vacation".....SCHOOL

Oration, "The Indians' Relation to the Soil"

.....FRANK LARIVER



CLASS OF 1911—UNITED STATES INDIAN SCHOOL, CHILOCCO, OKLA.

Top row—reading from left to right, GEO. BENT, Jr., *Arapahoe*; PAUL LITTLE EAGLE, *Pawnee*; WM. BURNS, *Cheyenne*. Lower row—WILBUR EYES, *Pawnee*; RUTH TYLER, *Cheyenne*; FRANK LARIVER, *Chippewa*; ESTELLA COOPER, *Pottawatomie*; JESSE BIRDSHEAD, *Arapahoe*.

Demonstration, <i>Bread Making</i>	DOMESTIC SCIENCE CLASS
Declamation, " <i>The National Emblem</i> ".....	GEORGE BENT
Baritone solo, " <i>Serenade</i> "—Schubert.....	WILLIAM MOSES
Demonstration, <i>Soils and Corn</i>	JOSE IGNACIO
Oration, " <i>What the Government has a right to expect of the Educated Indian</i> ".....	ESTELLA COOPER
"Farewell Greeting".....	MALE QUARTETTE
PRESENTATION OF DIPLOMAS	
March, " <i>Napoleon's Last Charge</i> ".....	BAND

The platform was occupied by the graduating class, musicians, and Supt. Edgar A. Allen, principal teacher Jos. G. Howard, and Mr. Richard Lewis, a graduate now attending Mooney Institute, Chicago, Ill. Flowers and "Old Glory" were conspicuous among the decorations. Each number drew appreciative applause. The orations, published

elsewhere, were well rendered and deserve careful reading and study. The demonstrations were fundamental, useful and tend to show what we may expect in the future as to the courses of study to be taught on the industrial side at Chilocco.

The breadmaking was an intensely interesting exhibition of what is taught in the department presided over by Miss Alma McRae. Nearly or quite three hundred girls listened to and saw the process of making good bread.

The other demonstration was by the agricultural department and consisted of a view of growing corn under the varying conditions of different soils. There were five boxes, each divided in half, and having been planted at the same time, the conditions sought to be shown were quite

marked. The exhibit was most interesting and the verbal explanations by Jose Ignacio, a full-blood Indian, here clear and simple, but of great value to his hundreds of hearers.

In due course Superintendent Allen presented the diplomas and industrial certificates to the graduates, and the session closed with only pleasant memories. It was an occasion never to be forgotten. Seventeen years before Supt. Allen had made similar presentation to the first class of graduates of Chilocco school, which fact gave added interest to the event.

The following are the names of the fortunate ones:

ACADEMIC DIPLOMAS.

GEORGE BENT, *Arapaho*.
 JESSE BIRDSHEAD, *Arapaho*.
 WILLIAM BURNS, *Cheyenne*.
 ESTELLA COOPER, *Pottawatomie*.
 WILBUR EVES, *Pawnee*.
 FRANK LARIVER, *Chippewa*.
 PAUL LITTLE EAGLE, *Pawnee*.
 RUTH TYLER, *Cheyenne*.

INDUSTRIAL CERTIFICATES.

Floyd Montclair, *Gros Ventre*, Pressman and Compositor.
 Joseph Roubideaux, *Otoe*, Pressman and Job Printer.
 Mattie Leading Fox, *Pawnee*, Domestic Science.
 James Davenport, *Pottawatomie*, Dairyman.
 Esther Davis, *Cheyenne*, Domestic Science.
 Francis Mark, *Chippewa*, Dairyman.
 Juan Chacon, *Pueblo*, Carpenter.
 Jose Ignacio, *Papago*, Farmer.
 Henry Janis, *Sioux*, Farmer.
 Alva Art, *Otoe*, Painter.
 Charles Apekaum, *Kiowa*, Pressman and Compositor.
 William Burns, *Cheyenne*, Pressman and Compositor.
 Angeline Soulier, *Chippewa*, Domestic Science.
 Jessie Rogers, *Arickaree*, Domestic Science.
 Jennie Riley, *Cheyenne*, Domestic Science.
 Jonas Poweshiek, *Sac and Fox*, Painter.
 Delbert White Horse, *Pawnee*, Farmer.
 John McKee, *Pottawatomie*, Farmer.
 Ramon Pancho, *Papago*, Mason.
 Paul Secret, *Pima*, Gardener.

COMPETITIVE DRILLS.

In the afternoon the troops and companies of boys and girls engaged in friendly drill competition.

The judges were: Robert Burns, Sam'l B. Lincoln, and Jacob F. Durand—all Indians.

Troop F, of small boys, drew the first prize; company B of girls, 2d prize.

At the close, Home Three girls gave an exhibition drill which was much admired and commended.

INDUSTRIAL EXHIBITS.

Some of the industrial departments of the school made exhibits of the skill of their apprentices. Among these were the carpenters, harness makers, dairymen, blacksmiths, and the domestic science girls. The samples of work shown had been carefully made, each article bearing a card which gave the name of the apprentice, his tribe, and time he had worked in the department. These exhibits attracted the closest attention of the many interested visitors.

ALUMNI ASSOCIATION.

The Alumni Association was called to order by President Mrs. Grace Morris, formerly Grace Miller. Peter Martinez, secretary. New officers were elected, as follows: Mrs. Morris, reelected president; James Jones, secretary. Supt. Allen was appointed treasurer, and he spoke words of encouragement, urging closer allegiance to the school and to each other.

Previous to the meeting, the members, with a large number of invited guests, engaged in a dance and other social festivities.

Letters were read from C. W. Merriss, of Mnskoguee, Okla.; Geo. B. Selkirk, Sisseton, S. D., and from Elmer E. Merriss, Miami, Okla.

And thus the curtain was rung down upon the Commencement exercises and functions of the United States Indian School, at Chilocco, Okla., for the year 1911.

Dispatch from Supt. J. R. Wise.

LAWRENCE, KANS., June 14, 1911.

MR. ALLEN, *Superintendent*:

Though duty finally prevents my presence at Chilocco today, believe me present in thought. Convey greetings and heartiest congratulations to all graduates. Best wishes for a very happy day.

J. R. WISE.



TRACK TEAM, 1911—UNITED STATES INDIAN SCHOOL, CHILOCCO, OKLA.



Chief Engineer L. E. Carruthers, his assistants and apprentices, Chilocco, Okla.

COMMENCEMENT PROGRAMS.

Order of Exercises

- SUNDAY, JUNE 11, 3:00 P. M.
 Sermon to Graduates, REV. WALTER C. ROE, D.D.
 6:30 P. M. Sacred Concert, Chilocco Band.
 8:00 P. M. Union meeting of Young Women's
 and Young Men's Christian As-
 sociations.
- MONDAY, JUNE 12.
 8:00 P. M. Operetta "Pauline," for Students.
- TUESDAY, JUNE 13.
 10:00 A. M. Industrial Departments and Ex-
 hibits open to Visitors.
 2:00 P. M. Baseball game. First Team,
 against Alumni.
 6:30 P. M. Concert, Chilocco Band.
 8:00 P. M. Operetta "Pauline," for Guests.
- WEDNESDAY, JUNE 14.
 10:00 A. M. Graduating Exercises.
 2:00 P. M. Parade, Review, and Competitive
 Military Drills.
 4:00 P. M. Business meeting of Alumni As-
 sociation.
 7:30 P. M. Social Meeting of Alumni Associ-
 ation.

SACRED CONCERT.

CHILOCCO INDIAN BAND

A. M. VENNE, Director.

1. March "Evangel" (Sacred) . Miller
2. Joy to the World, Grand Sacred
Potpourri Barnhouse
3. Meditation Morrison
4. Toreador's Song from Carmen . Bizet
Baritone Solo, Wm. Moses
5. Paraphrase, Nearer My God To
Thee Reeves
6. Song of the "Voyageur", Melody
. . . . Paderewski

- | | | | |
|----|---|--|----------|
| 7. | { | Star Spangled Banner
America
Nearer My God To Thee
Rock of Ages | } Ripley |
|----|---|--|----------|

Concert

Chilocco Indian Band

A. M. Venne, Director.

Tuesday, June 13, 1911, 6:30 P. M.

1. March, The Broncho Buster	Sweet
2. Overture, Vigenta	Losey
3. Spanish Serenade, Anita	Allen
4. Melodies from Bohemian Girl	Dalbey
5. Euphonia, Air Varié	Mosten
Baritone Solo, Wm. Moses	
6. Apple Blossoms, "A Tone Poem"	Roberts & Recker
7. Brass Quartette	Selected
8. March & Two Step, Uncle Sammy	Hoizmann

Star Spangled Banner

The News at Chilocco

B. M. Wade has been sick for some little time past.

Ice water is now supplied in the main dining room.

J. Leukens and wife are away on vacation in the Ozark mountains.

Wheat harvest in this section is in full operation. The field will be light.

Mrs. Matilda Wind has been appointed matron of Home One, and has entered upon her duties.

Miss Kittie Fitzgerald is the name of the new mess cook, following Mrs. Bowman, resigned.

Mrs. Jas. Buchanan has taken Miss Miller's place during her absence from the main kitchen.

Miss Kate Miller, school cook, left on her leave on the 19th. She will visit relations in St. Louis.

Arthur Kelley, of Coweta, Okla., was a guest at the home of Mr. Washburn during Commencement week.

Rev. G. T. Waltermulder and wife, who have charge of the Winnebago Indian mission at Winnebago, Nebr., gave Chilocco a visit of inquiry on May 31.

J. M. Swartz, clerk at Otoe Agency, has been transferred to the Philippine Service. He has been a visitor at Chilocco May 11, the guest of Miss Lizzie H. McCormick.

The cherry crop has come and gone. Miss Kate Miller, and her kitchen girls, canned some 175 gallons. The crop was light owing to the prevailing drought in this section.

Miss Henrietta M. Welter, clerk at Otoe, has been appointed teacher at Pawhuska. Before reporting for duty she spent a few days at Chilocco, the guest of Mrs. P. Martinez.

Jose Tarin was operated on June 9 for hernia at the school hospital. He has been afflicted for two years. Drs. McKay, Day and White attended the case. His permanent recovery is assured.

Dr. D. C. Adams of Taloga, Okla., guardian of the Riley children, made a hurried trip to this school and was so well pleased with what he saw, that he has entered his wards for a second term.

Miss Kate Miller, school cook, has been given a comforting electric fan and new gas stove. Both were much needed and both are highly appreciated by Miss Miller and her corps of Indian girl assistants.

On Sunday, May 28, the Rt. Rev. Francis Key Brook visited Chilocco and confirmed a class of eleven presented by the Rev. Sherman Coolidge. The following morning communion services were held.

Mrs. James Buchanan, dining room matron, has about exterminated all the fly pests within her dominions. She says not a rat has been seen since last January, where before it was hard to keep a table cloth intact.

A good rain on the early morning of May 31 brought Chilocco Lake up a couple of feet, much to the delight of everyone. The ground had been soaked by previous showers, so this one ran off and away to the lake.

There are a great many mocking birds nesting about Chilocco who not alone sing during the day, but also make the nights musical. One couple have established a home in the metal ventilator of Home Three.

Rev. Sherman Coolidge, in charge of the Whirlwind Mission to the Cheyenne and Arapaho Indians, accompanied by his daughter Virginia and Miss Harriet Bedell, spent Saturday and Sunday in Chilocco, May 27-28.

Chilocco Station on the Santa Fe railroad now has express service—Wells Fargo. People can now send and receive express without going to Arkansas City on the north, or Newkirk on the south. Verily this old world does move!

J. F. Thompson, commissary, reports things moving nicely in his department. He has just received two carloads of cement, each containing 125 barrels. A new supply of shoes has arrived, as also 200 bushels of potatoes.

Born to Mr. and Mrs. Walter Rhodes, a daughter. The parents are both graduates of Chilocco and the proud father is the pressman at the Daily News office of Arkansas City, Kans. Mrs. Rhodes was formerly Mary Davis, assistant matron of Home Four.

Hiawatha Society gave its annual party the evening of May 10 at the Gym. The attendance was large, and the dancing was greatly enjoyed. At the close refreshments were served. A storm of wind and rain prevailed without, but it was scarcely noticeable in the hall.

A connection is being made between the three wells which supply the school with drinking water. This connection is formed by digging a trench some 22 feet deep and 125 feet long. It is a heavy job, but when finished will relieve a threatened shortage of water. The prevailing drouth has now lasted over a year, and while

the springs have a remarkable flow, prudence dictates every safeguard against shortage of this necessary fluid.

Miss Sadie F. Robertson entertained her classes in the eighth grade at dinner. It is asserted, "under the rose," that the eighth grade developed a wonderful appetite for the many good things provided. Miss Robertson is never happier than when contributing to the enjoyment of others.

The article published elsewhere of Alexander Posey, the Creek poet, is of additional interest from the fact that his brother Darwin is a student at Chilocco and is learning the engineering business. He says his mother is still on the old ranch twelve miles northwest of Eufaula, Okla. The poet is buried at Muskogee.

The scenery of the stage of the new school has been placed, and is a beautiful addition to our noble auditorium. The contract was taken and executed by the Kansas City Scenic Co., and includes three complete stage scenes, with an excellent drop curtain—a scene in the Ozark mountains at the point where Hot Springs, Arkansas, is now situated. Mr. F. R. Megan representing the company personally installed the equipment and it is satisfactory.

The covering of black earth for the new school house grounds, taken from the bottom of our lake, is practically finished. It is now proposed to give the grounds a sod of Bermuda grass. When the rains come, to fill the lake, and the grass sod is in place, the scenery will be greatly enhanced. The improvement, like all others contemplated and in progress, is of the most permanent character, the work being thoroughly done.

Miss Gertrude Vaughn has spent her spare time for the past two years in studying English and American literature under the tutelage of the "Interstate School of Correspondence, Chicago, Ill." Her diploma came the other day, and she is justly proud of her victory. These diplomas are credited by the State University of Oklahoma.

Annual Picnic.

It is the fashion at Chilocco for all to look forward to the annual picnic with great interest. It is the social event of the year. And the annual picnic of 1911 was no exception. For weeks our young people were planning and devising means for the entertainment of their friends. Nice lunches and bright ribbons on the part of the girls, and elaborate toilets on the part of the boys. Smiles everywhere! The weather was delightful on Saturday, May

13, and everything and everybody seemed in harmony to have a good time. The student body marched in troops and companies to the grounds, situated on Chilocco creek about a mile from the school. Everything had been carefully provided in advance to make the day a pleasurable one. Wagons, heavily laden with good things, had preceded the students, directed and presided over by Miss Kate Miller, who arranged that part of the program with her customary skill.

A. M. Venne, disciplinarian, was director-in-chief, and a more harmonious, happy day was never spent by Chilocco's hundreds of young people. Not a single incident occurred to mar the happiness of any, and when evening came and supper had been eaten, the "route step" was taken for home, boys and girls joyously but decorously mingling. It was a real picnic. Fun prevailed. Swings, ball games, walks and talks, feasts—plenty for all. Lemonade and pure spring water (iced) in unlimited quantity!

It was a day long to be remembered.

A Year's Work.

To the Editor of the Indian School Journal.

It has been my privilege to serve as chaplain of the Catholic children during the past year at Chilocco, and I want to say that everything has been conducted pleasantly for us. I would like to see more of our children at this school. Mass and Sunday school every Sunday at 8 o'clock, and, in addition, instruction two hours during each week. The Superintendent and other officers and employees have done everything in their power to make my work successful. I extend my greetings, congratulations and thanks.

Cordially,

(REV.) J. M. KEKEISIN

Athletics.

Chilocco defeated the Southwestern college track team of Winfield Kansas here on Saturday, May 20th. The Indians outclassed their opponents in everything they undertook, the final score being 76 to 49 in favor of the Indians.

Monday, May 22, the Chilocco Indian baseball team journeyed to Winfield to compete with the strong Southwestern aggregation. The day was calm and it was one of the best games Chilocco has put up this season. The heavy batting of the Indians won for them by the score of 4 to 0.

Senior Domestic Science Party.

On the evening of June 1, at the Gym., the culinary artists under Miss Alma McRae, commonly known as Indian girl students of domestic

science, invited their friends to a party. It proved a very delightful affair. The printer boys had exercised their skill and ingenuity in giving the girls a nice invitation and program, in two colors, and succeeded in pleasing these cultivated young ladies and their instructor, which is no small matter. In the program we find the following:

Class of 1911—President, Mattie Leading Fox; Vice President, Jessie Rogers; Secretary—Treasurer, Angeline Soulier, Members—Esther Davis, Blanche King, Mattie Leading Fox, Jennie Riley, Jessie Rogers, Angeline Soulier.

Colors—Dark-red and white. Motto—"Trifles make perfection, and perfection is no trifle."
Menu—Fruit punch, lemon sherbet, date wafers.

Dance program grand march and lancers; two step; waltz; two step, lottery; waltz; chain two step.

About 100 invitations were issued, and the attendance was large. As one of the notable closing events of the school year 1910-11 at Chilocco, it will be remembered with pleasure.

Visitors to Chilocco.

The following were among the visitors to Chilocco during Commencement week, not mentioned elsewhere, nor those from immediate cities:

Mrs. Mary M. Dodge and little daughter Charlotte, of the Otoe school.

Miss Mary D. Maddren, of New York city.
Supt. and Mrs. Ralph P. Stanion, and daughter Elizabeth, of Otoe.

Superintendent Almond R. Miller of Kaw Agency.

Miss Jennie Hood, of Winfield.

Dr. Richards and wife, niece and nephew, of Newkirk, with Father John.

Mrs. Belle Furry, matron of the Ponca school, graduate of Chilocco, guest of Supt. and Mrs. Allen. Also, Mrs. Artie Peacore, Mrs. Allen's niece, of Wyandotte.

Miss Daisy Hyton, the efficient matron of the Osage school, accompanied by four of her girl pupils.

Mrs. B. Winans, of Arkansas City, Kans., guest of Miss Phillips.

Mr and Mrs. Marion Smith and family from Arkansas City, guests of Mr. and Mrs. Washburn.

Samual B. Lincoln, graduate of the first class of Chilocco.

Mrs. May Breeding, of Independence, Kans., sister of Mrs. H. Keton.

Richard Shumatonna and Mrs. Jennie Bahaylle Shumatonna, graduates, with their two children, from Pawnee.

Mrs. Emma Sleeth, of the Arkansas City post-office, was the guest of Mrs. M. Wind. Both ladies were employed at Chilocco when the school was started.

Mr. O. Hoobler, from Sheator, Ill., guest of Mr. and Mrs. Wade.

Max Setima, from Keam's Canyon, Ariz.

Mr. and Mrs. Marion Smith and family, from Arkansas City, guests of the Washburn's. Also, Mr. and Mrs. Will Jacobs, of Kansas City, Mo. Mrs. Jacobs is the daughter of Mr. Washburn.

Miss Dortha Hoyland, of Winfield, guest of Miss Ruth Washburn.

Officers' Reception.

Our cadet regiment turned out a full roster at a reception at the Gym, Friday evening, May 26, 1911. The program included dancing and refreshments. The waltz prize went to Henry Costello and Flora Eaglechief, and the grand march prize to Sam'l Welch and Clara Peck. The following is the roster of the regiment:

Boys' SQUADRON:

Adjutants—

Talamontes, Carlos
Dominguez, Manuel

Captains—

Dickson, Clayton
Pablo, Juan
Perico, Harry
McKee, John

Dominguez, Edward

First Lieutenants—

Larvier, Frank
Ignacio, Jose
Johnson, Richard
Secret, Paul
Portillo, Anacleto
Pamboga, Alexander
Coulon, Ezekiel

Second Lieutenant—

Burns, William
Walker, Samuel
King, David
Davenport, James
Larvier, John
Zuniga, Vidal
Costillo, Henry

First Sergeants—

Welch, Samuel
Roubideaux, Joseph
Hume, Paul
Hayman, Charles
Pamboga, John
Yanez, Alfred
Jaloma, Blass

Sergeants—

Cleghorn, Grant
Whitehorn, George
Chacon, Juan
Longhorn, Malcolm
Barcello, Albert
Barcello, Leon
Rocha, Alex

Sheyashe, George
Gibson, Charles
Rocha, Ignacio
Little Eagle, Paul
Standing, McKinley

GIRLS' COMPANIES:

Adjutant—

Peck, Clara

Sergeant Major—

Murie Caroline

Captains—

Eaglechief, Flora
Pachard, Flora
Davis, Esther
King, Blanche

First Lieutenants—

Leadingfox, Mattie
Smith, Francis
Mansfield, Daisy
Rogers, Jessie

Second Lieutenants—

Soulier, Angeline
Esaw, Anna
Shibly, Bertha
Hendricks, Carrie

First Sergeants—

Lightfoot, Clara
Sturm, Anna
Peck, Mary
Riley, Jennie

Sergeants—

Kennedy, Maud
Cooper, Stella
Goforth, Sarah
Hudson, Grace
Sultaska, Louise
Smith, Allen I.
Vassannt, Melissie
McKee, Gertie

Memorial Day.

Chilocco obeyed the Government proclamations, both State and National, to observe May 30 as a "Memorial day"—to remember the soldiers and sailors who died during the civil war. As there are no soldiers' graves here, the flower decorations were confined to the little Indian cemetery connected with the school.

The exercises commenced in the early morning, when the flag was raised to half staff, followed by a parade and review. Immediately thereafter the school marched to the auditorium where suitable exercises were held, appropriate music being rendered and explanations made of the holiday, in an address by J. E. Rastall. The balance of the day was occupied by the student body as it pleased, but after supper the assembly was sounded, and with the band at the front, the school went to the cemetery and decorated every grave there with beautiful wild flowers, the band meanwhile playing appropriate selections. "Taps" were finally sounded by bugle, the school uncovering reverently. The committee having the matter in charge were: Joseph G. Howard, principal teacher; Mrs. Allace S. White and Miss Sadie F. Robertson, teachers, and J. E. Rastall, printer.

The day will be remembered as having been appropriately celebrated, not an incident occurring to mar its solemnity.

This Tank Will Last.

From the Kansas Industrialist.

You can make an everlasting watertank of cement at a comparatively low cost. Frost will not injure it if it is made right. A tank 6x16 and three feet deep is large enough to hold water for sixty cows. On one farm in Kansas such a tank has given good service for years.

Three men can make this kind of a tank in one day, after the sand and cement have been hauled. Excavate about four inches deep for the foundation. Put one or two inches of crushed rock in the bottom. The frame for the side may be made from old lumber. The better this fits together the more it will improve the appearance of the tank when finished. It must be braced firmly inside and outside. Then put in the mixture of sand and cement in the proportions of three of sand to one of cement. Use Portland cement.

The sand need not be screened if it is not too coarse. For a tank of this size, it takes about twenty sacks of cement and four loads of sand. Wire netting makes very good reinforcements, but gas-pipes or iron rods would be better. The

sides may be tamped a little to make them fill out the frame well. The sides of the tank should be about six inches thick at the bottom and four at the top. Make the outside perpendicular and the inside sloping. It should be five feet wide at the bottom and five feet four inches at the top. This will keep the cement from cracking when the water freezes.

After the sides have been made, fix the bottom. This should be made two inches thick without the crushed rock. Coat the tank with pure cement, making it more impervious to water.

The tank should be made in one day so that it will join together well. Make it a little lower at one end and put a two inch-pipe through the wall at the bottom. This will be a help in cleaning. The overflow should also be placed at this end.

Storage tanks are good also as a source from which to irrigate gardens. A tank 16x16x4 will hold enough water to irrigate a good-sized garden. This would require about thirty sacks of cement. It could be made in one day by four men.

Chilocco Won Victory.

From the Southwestern Collegian.

In a baseball game played on the Chilocco Indian School diamond Monday afternoon, Southwestern carried off the small end of a 5 to 3 score. The Moundbuilders lost also the cross-country run, which came off after the game. Though a fairsized crowd of rooters accompanied the two teams, they were not able to cheer loudly enough to win a victory.

Burchfiel served the pellets for Southwestern and he did a good job of it. The Indians secured only four hits, a record equalled by the Moundbuilders. Only one walk was secured off Burchfiel; the Indian gave four passes to first. Southwestern stole three sacks, and Chilocco managed to get away with two. On the whole the score is difficult to understand. A number of boneheads were indulged in. Several times the bases were full, and Southwestern was unable to hit.

The cross-country run, which came off after the ball game, had been expected to be very close, and the interest was great. As the men came down the last half-mile, both sides held their breath in suspense and expectancy, but great was their surprise, when the runners came close, to see three Indians in the lead. The story is too sad to relate in detail. Riley ran a hard race all the way through and finished an easy fourth. Hutton and Davis came in in time to catch the Frisco for home.

UNITED STATES INDIAN SCHOOL, CHILOCCO.

LOCATED at Chilocco, Kay County, Oklahoma; was established in 1884, and for more than twenty-six years has been maintained and supported by the United States Government for the education and civilization of the Indian youth of the country. From a beginning of one building when the school was opened for pupils the plant has grown to ambitious proportions; the buildings, numbering forty-eight, of stone and frame construction, are heated by steam, lighted by electricity, with all modern conveniences and extensive equipment, furnish comfortable and desirable accommodations for seven hundred pupils. Health conditions are almost ideal.

AGRICULTURAL INDUSTRIES.—Chilocco, with its large productive farm, stands unqualifiedly first in its equipment and ability to impart practical knowledge of the agricultural industries, so vital to the success and happiness of a majority of Indian boys. The farm, garden, nursery, dairy, live-stock, and poultry departments afford Indian boys the best possible opportunity for acquiring a thorough knowledge of these industries, and also contribute large quantities of various articles of subsistence, including melons, apples, pears, peaches, plums, cherries, apricots, and other fruits, for the pupils' tables.

IN THE TRADES.—Valuable practical training is given in blacksmithing and wagon making, carpentry and cabinet making, shoe and harness making, painting and decorating, electrical and steam engineering, plastering, stone, cement, and concrete work, and other allied industries and trades.

HOME MAKING.—Thorough courses of instruction in every branch of domestic art, including sewing, baking, cooking, housekeeping, laundering, and nursing, are open to all girl students enrolled.

THE JOURNAL PRINT SHOP is in itself a training school in all that pertains to the art of printing, and graduates from this department are capably filling responsible positions in this line of endeavor, both in and out of the Indian Service.

THE LITERARY COURSE embraces the eight grades of a grammar school course, and includes vocal music for all pupils, and instrumental music for a limited number. Special effort is made to maintain a high standard of excellence in class room work, and no pupil is graduated from this department until he is able to pass a satisfactory state examination. Advanced and special instruction are provided for all meritorious pupils.

REGULAR RELIGIOUS EXERCISES are non-sectarian, but the Catholic Priest and local ministers of the various denominations visit the school weekly for the purpose of special instruction, to keep in touch with the student body, and to stimulate the growth of a healthy, moral and religious atmosphere. Chilocco's first aim in all its work is to build good character.

PHYSICAL TRAINING.—Plenty of outdoor exercise, military drill and calisthenics are given to insure proper health conditions, and the various forms of athletics are properly supervised and encouraged among the pupils.

TO INDIAN BOYS AND GIRLS: Chilocco stands for what you need, and you need all the education and training you can get to guide you in life's great work, and to protect you in your dealings with those who will be quick to take advantage of your weakness or your ignorance. Seek enrollment while you have the chance. Do not wait for some one to persuade you to come; one glimpse of the future must show you the necessity of taking advantage of your opportunities while a generous Government is willing to provide them.

