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PER YEAR

The
Indian School
Journal

"I am thinking of you to-day, because it is Christmas, and I wish you happiness. And tomorrow, because it will be the day after Christmas, I shall still wish you happiness; and so on, clear through the year."

—HENRY VAN DYKE.

December 1911.

A Magazine Printed By Indians

ROSTER OF CHILOCCO SCHOOL EMPLOYEES.

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The Indian School Journal

PUBLISHED EVERY MONTH IN THE INTERESTS OF THE UNITED STATES INDIAN SERVICE
AND PRINTED BY INDIAN APPRENTICES AT THE U. S. INDIAN SCHOOL CHILOCCO OKLAHOMA
EDGAR A. ALLEN, Superintendent.

VOLUME TWELVE

FOR DECEMBER, 1911

NUMBER TWO

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THE INDIAN SCHOOL JOURNAL is issued from the Chilocco school's printing department, the mechanical work on it being done by students of the school under the direction of the school's printer.

THE JOURNAL has a wide circulation, both in and out of the Government Service.

Communications should be addressed to THE INDIAN SCHOOL JOURNAL, Chilocco, Oklahoma.

Entered at the Post-Office at Chilocco as Second-Class Matter.



The above view is of the auditorium of the Academic Building, looking towards the stage. In this room all general assemblies except for athletic and social event are held. The structure containing it was completed last winter at a cost of about \$30,000.



REVIEW AND COMMENT.

An Indian girl's Opportunity. Last summer the Kansas City Journal printed a most lachrymose interview with Maggie Mitchell a member of the Ponca tribe of Indians and a student of our excellent neighbor, Haskell Institute, the burden of which was that after having secured an education in the Institution at Lawrence there was nothing in sight for her but a return to her father's tepee and to the blanket. Now Maggie's home reservation is but a few miles from Chilocco and her home environment is well known to us.

In the first place, her father's "tepee" is a well constructed frame house containing several spacious rooms, located in the midst of a most productive allotment of land in the valley of Salt Fork. It is tilled by the father Peter Mitchell, and almost never fails to yield good crops. Peter, by the way, does not himself wear a blanket except when tucked away in his comfortable bed on a cold night. In his youth he, like his daughter, was a student at Haskell and he speaks English fluently.

In the second place, Maggie did not need even to go to her father's comfortable though not luxurious abode if it savored too much of barbarism to her. She was given a position by the Government at the reservation boarding school at a fair salary, where were all the comforts of modern civilization and an unlimited field for usefulness was open to one looking for opportunity to do good. She held the place for a brief time but became tired of steady employment and voluntarily gave up her situation. She went home where she may now be found, not wearing a blanket, but making no great effort to utilize the mental equipment acquired in school.

The November number of the Journal, in "A Reservation Incident" described the experience of an Apache girl following her return from a non-reservation school to her home on the San Carlos reservation. There was that in her surroundings that went a long way in condoning her separation from the civilization that had been grafted upon her, but at Ponca none of these conditions are present and the cases are in no way parallel. Any educated boy or girl of the latter tribe who reverts to barbarism or even semi-barbarism must do so wilfully and in the face of plenty of examples of enlightened fellow-tribesmen living and conducting themselves much after the manner of their white neighbors.

Oklahoma Educational Association.

The Oklahoma Educational Association will hold its sixth annual session in Oklahoma City, from the twenty-seventh to the twenty-ninth of this month. The program announced is very complete and the names of many persons of known ability appear thereon. It is hoped that this year it will be a real educational meeting in all respects and that there will be an absence of the log rolling that characterized last year's session in Muskogee. When these associations have as their only motive the professional advancement of the teachers of

the State they are a great force for good; but when allowed to degenerate into mere opportunity for pedagogical politics they are ineffective and not worth the time and expense involved in attending. It is assumed that this is to be an actual Educational Association and there should be a large attendance of the Oklahoma Indian Service teachers. Get into the Oklahoma public school atmosphere on the days named. It will do you good.

Oklahoma Roads. Bulletin No. 8 of the Oklahoma Geological Survey is a most valuable contribution to the subject of roads. It is a preliminary report upon road materials and conditions in Oklahoma, prepared in a most painstaking way by Mr. L. C. Snider, Assistant Director of the Survey. The issue is as a pamphlet containing 192 pages and a number of maps and illustrations. Oklahoma is waking to the importance of good roads and Mr. Snider's report will greatly interest all who are in the movement. It will be sent to you on receipt of six cents to cover postage.

Mr. Sanford's Book. Under the title "Indian Topics, or Experiences in Indian Missions" Rev. D. A. Sanford, for fourteen years a missionary among the Cheyennes of Oklahoma, makes a contribution to our growing Indian literature in a book of 108 pages, published by The Broadway Publishing Co., 835 Broadway, N. Y. It is devoted chiefly to a recital of incidents in the life of the author on the reservation and the impression made upon him by his experiences.

Mr. Sanford sees very little to commend in the work that is being done by the Government among the Indians, and is inclined to make much of his personal grievances against the Bureau. It is very doubtful if any book with such motive can very sensibly impress the public.

Miller and his Indian helpers. *The Philadelphia Inquirer* has this to say editorially of the mechanical execution of *The Red Man*, published at the Indian school at Carlisle, Pennsylvania, under the supervision of Mr. E. K. Miller.

We have received the latest copy of "The Red Man," published by the Carlisle Indian School. The workmanship is wholly that of the students, save as to the making of the paper. The frontispiece, printed in color, would be a credit to any magazine in this country. The typography is far above that of any publication except what is found in the high art magazines.

It used to be said that the Indian could not be civilized, but such efforts as were made in that direction were devoted to compelling him to become a farmer. Carlisle was a reaction from that notion and as a result there are thousands of good craftsmen of full Indian blood in this country who are fighting the bloodless battle for progress in various sections and are succeeding.

The Indian is a natural craftsman. He has a quick eye, a love of symmetry and is not lazy where he is interested. The latest issue of *The Red Man* ought to convince any person that Indian boys have great possibilities.

Mr. Miller has been, ever since his advent into the Indian Service as Superintendent of Printing at Chilocco, the only person in his class. An artist of the highest order, he possesses a wonderful ability to develop the artistic instinct that is the endowment of so many of our Indian people. In other words, he can teach them to do beautiful printing. We are glad to welcome him back to Chilocco and to confide the Journal office again to his care.

The "Masonic" Fraternity at Chilocco. On a recent evening a "Masonic" banquet" was enjoyed at Chilocco. This does not mean that we have any secret doings at place, but that the boys belonging to Mr. Rader's class in stone, cement and plaster work gave a party to their friends to celebrate the completion of a new steam tunnel, in the making of which they bore an important part. Our students and a few regular employes, this summer and autumn, in addition to much other work, constructed a tunnel four feet in depth by the same width and fifteen hundred feet in length, with concrete sides and bottom and a fine cement walk for the top. To do a much smaller job here a few years ago by contract \$5,000 was paid. In addition, this year, our engineers laid, connected up and covered with asbestos, all the steam pipes and installed all electric wiring carried by the tunnel. Will Indians work? Can they become proficient in trades? We have the answer here. There was mighty good reason for having a party.

A Heart Under the Ermine. Recently one Joseph Hunter, a white man, was convicted in Caddo county, Oklahoma of criminal assault upon a thirteen year old Apache girl. The jury did not do its whole duty in that it did not find the man guilty in the first degree, for there could have been no case with more complete lack of extenuating circumstances. It is possible that with a white malefactor on one side and a deeply wronged little Indian girl on the other the jury leaned towards its own race. The judge however was of different stuff, as is shown by the following report of the case:

In sustaining the verdict of five years in the penitentiary imposed by a Caddo county jury upon Joseph Hunter, convicted of the criminal assault of Ellen Mul-ke-hay, a 13-year-old Apache girl, Presiding Judge Furman of the criminal court of appeals Thursday expressed regret that the jury had not found him guilty in the first degree and assessed the punishment at a greater length of time, stating that it would have given him great pleasure to have affirmed it.

In passing upon the case, the jurist departed from the matter strictly before the court and spoke feelingly of the position that the girl and her people now occupy in Oklahoma.

"There is a pathetic side to this Indian question," the court said. "This is their country. God gave it to them. It has been taken from them by the ruthless hand of power. They have been crushed as under an iron heel by the pitiless and inexorable march of civilization. The least we can now do for them is to protect them and help them as far as possible to adapt themselves to conditions forced upon them against their will. If we desire to prove to them that our civilization is better than their old way of living we must prove it with deeds rather than words. This poor Apache girl upon the soil of her fathers, surrounded by aliens, ignorant and unable to speak a word of our tongue appeals to this court for protection.

There are too many beings masquerading in the forms and clothing of men who look upon unprotected girls as their prey. It has recently been brought home to Chilocco that persons with white faces but with hearts touched by the demon, persons moving, perhaps unsuspected, in respectable society deliberately look for opportunity to debauch those in our care, and unremitting vigilance is necessary to their protection when away from the premises. Judge Furman doubtless made his comment, though referring to the Indian case and what it suggested alone, having in mind the multitudes of pure young girls, white and Indian, who need the protection of society because the lecherous eyes of many moral perverts are fixed upon them. He is not

only a just judge but a man in his relation to this Apache girl. May he and his kind get to deal with all the Hunters that make the roads the streets and business places unsafe for our girls.

Society of American Indians Last month THE JOURNAL published an exceedingly well written article by Rev. Sherman Coolidge on the "Society of American Indians" that held its first conference in Columbus, Ohio recently. The cut accompanying the article showed a majority of those persons who were in attendance. Among the membership are recognized a number of able and thoughtful persons who are of the brightest of our country. It is not necessary to modify the estimate made of them by calling them "Leaders among Indians" for they are qualified to be, and are, leaders of men.

Another story told by the roll of members is that the total amount of Indian blood represented thereby does not exceed that of white origin. Both the Chairman and the Secretary-Treasurer of the present organization are more white than Indian. The right therefore exists to say that this association is, by blood, half Indian and half white.

A convention of broad-gauged, public-spirited men and women, having for its purpose the improvement of any race or body of people is sure to be productive of good results if selfishness and personal ambition for notoriety can be prevented from playing a dominant part. It is right for those of mixed blood as well as for those of pure blood, "white" or "red" to consider ways and means to protect all rights of Indians whenever our Country is negligent or unwise. A still higher function for such leaders is to induce those whose welfare is near to them to grasp the opportunities that are within reach of a great majority of the Indians. It is not reasonable, however, for individuals of three-fourths or seven-eighths white blood to continue devising ways to improve their own status as *Indians*.



General Service News.

Cheyenne and Arapahoe.

From the Carrier Pigeon.

Wallace Springer, assistant clerk, was transferred to the Osage agency, and left for his new location. It is reported that the transfer was at an increased salary. His successor has not been appointed and Mr. Clarence L. Cordry is temporarily filling the position. Mr. Cordry is one of the farmers.

Lena Mountain (or Lena Black Horse) died suddenly while on a visit at Colony. She leaves several children. Her husband died last spring sometime.

John Tasso, who has just returned from Watonga, has been staying with his wife's folks since the birth of his little son.

Harry Hauser, Twin Women and Wolf Ahead and wife have enjoyed picking cotton for Rev. Mr. Hamilton.

Mr. and Mrs. R. J. Barnes and their little sons, Porter and Sheldon, arrived Thanksgiving Eve from Lower Brule agency, S. D., Mr. Barnes coming as lease clerk to succeed Mr. Irvin G. Dillon, promoted to the principalship of the school. Mr. Barnes and family will occupy quarters in the old Mennonite mission building where Messrs. Snyder, Crotzer and Neff and their families are already quartered. Mr. Barnes was at one time lease clerk at Pawnee. We heartily welcome the Barnes family.

Mr. J. H. McGrigor, principal of the Rainy Mountain boarding school, spent a few days vacation as the guest of the Freer family. Mr. McGrigor and Mr. Freer were associated together in work in the Philippine Islands.

Rev. Sherman Coolidge visited the Cantonment school last Thursday.

Mr. H. B. Peairs, Supervisor of Indian schools, spent Wednesday, the 13th, at the school and left the following morning for Cantonment. Mr. Peairs assured the school people that he would do everything in his power to bring about the early completion of the new school and agency plants.

The domestic science cottage, which is being built by Mr. Rich with the assistance of Mr. Luke and the school boys, has taken form. It is to have a 100 ft. porch eight feet wide, the greater part of which will be screened in for an outdoor sleeping porch for the use of the larger girls during the spring and summer.

Haskell Institute.

From The Leader.

Superintendent and Mrs. Wise entertained Mrs. Elsie Newton, Miss Ball, Supervisor Peairs and Charles, and Mr. Alder at a delightful luncheon Saturday noon.

Amos Oneroad is disciplinarian in the Goodwill Indian School, South Dakota. He says it is quite wintry up there.

Mrs. E. L. Johnson, for years matron and domestic science teacher here, attended the afternoon service Sunday.

Mr. Burris N. Barnes of Pawnee, Oklahoma, has been appointed night-watch at Haskell and went on duty last week.

Charles Goodeagle visited his sister and brothers here last week. He is in real estate and insurance business in Baxter Springs.

The special number by the choir Sunday afternoon was quite pleasing. Mary Delorme, Levi Kemble and Otto Morrison had the solo parts.

Mrs. J. R. Wise left Sunday evening for Washington, D. C., where she will visit her brother for a short time. On the way she will stop to visit her father and another brother in Iowa.

A seventh grade pupil was out of school for a few days during the month, so when the tests came he was puzzled over some of the questions. One was "What is an adulterated food?" He studied the words carefully then painstakingly wrote this answer: "Adulterated food is food that can be digested and become a part of the body of an adult, and can not be done by a child."

Phoenix Arizona.

From The Native American.

Alberto Rivera writes Mr Taylor from El Paso that he got a good job in a printing office three days after he arrived home and is getting along very well. He says Ernest Rodriguez, who has been working in a printing office, had the misfortune to get his hand caught in a small press a week ago and is laid off for another week. Alberto says further "I receive the NATIVE AMERICAN every week, so you can see I am still interested in it. And there is just one thing we (Ernest and I) want to ask you, and that is, why don't you have pupils' notes in the N. A. any more? That is one of the interesting parts of the NATIVE AMERICAN."

Some new popular airs are emanating from the band room these evenings, which we naturally suppose means some new music soon.

Six new Papago pupils came to enter school this week, two of the boys aged fifteen and sixteen are unable to understand a word of English.

Mr. and Mrs. John V. Plake, accompanied by their small son, arrived Saturday morning from Paonia, Colorado, to join the force of employees at Phoenix Indian school. They have just been reinstated in the service and appointed to the positions of clerk and laundress respectively, taking up their new duties Monday morning.

Mr. and Mrs. Brockway of Greenwood, S. D., have come to the East Farm sanatorium for Mr. Brockway's health. They are both Yankton Sioux Indians, one educated at Haksell Institute and the other at the government school at Greenwood.

Chemawa Oregon.

From the American.

On all sides one hears praise of the various features of our Thanksgiving Day programs. Everything certainly went nicely.

The decorations in the chapel for the exercises of the academic department were certainly very beautiful. The work of decorating on this occasion was certainly not an example of 'Love's Labor Lost.

Sherman Institute.

From the Bulletin.

The Y. M. C. A. of the Elder Boy's Conference held in Riverside, from the first to the third of this month, was a most successful one, and the largest in the history of the junior organization. There were in all three hundred and two delegates in attendance, mostly from southern California. The most enjoyable feature of the Conference was the meetings and the parade.

During the meetings a delegate from each place represented, would make a short address bearing on Christian life and what new ideas they were getting at the Conference that would help them.

Our boys who attended the meetings feel very much encouraged as they obtained many new ideas that will help our own Y. M. C. A.

Wahpeton, N. D.

Correspondence

The employees at the Indian School gave a reception in honor of Supt. and Mrs. Randolph. The first part of the evening was spent in dancing in the Assembly Hall. The music was furnished by the school orchestra, assisted by Messrs Warren and Snyder of the Science School. A three course supper was served at the Employees Club. This reception was heartily enjoyed by all.

Mr. French Thomas, farmer, has accepted a position at Kickapoo, Kansas as expert farmer. The employees regret losing Mr. Thomas and family but this comes as a very fine promotion. Under Mr. Thomas' supervision the farm has made a very splendid progress.

Miss Louise Cavalier, teacher, left recently to become a Day School teacher at White Earth, Minnesota.

Mrs. Saise, mother of the Bellanger' Girls, is spending a few days at the school.

Miss Rogers, who successfully filled the position as matron during Miss Johnson's sick leave, was obliged to leave on account of illness. Miss Johnson immediately returned from her home as the enrollment of the school was so rapidly increasing.

John Buffalo, a student from Ft. Totten is ill with a light attack of pneumonia. This is the first illness at the school since last spring.

Mr. James Oliver from Denver Colo., is ably filling the position as engineer at the school.

Miss Esther Pinney of Fargo is filling the position as principal teacher and under Miss Geisdoff's and her supervision the Thanksgiving entertainment was the most enjoyable we have had for the past three years.

Mr. Fred Bruce, a Chippewa Indian from Ft. Peck, is here. He is considered one of the best clarinet players among the Indians.

Mr. Thomas returned Tuesday from Ft. Bert-hold with the following named pupils: Bessie Grant, Emily YellowBird, Frank BirdsBill, Charles and John BearsTails, and Joe Young Hawk.

Simon Tanner, Sam Writer and William Aitkin arrived from Leech Lake, Minn., and enrolled as students. Six Students are expected from Standing rock reservation in a few days and two Faibank boys on the way from White Earth, Minnesota.

Sac and Fox, Oklahoma.

We were sorry to lose Mrs. Elsie A. McLaughlin, teacher at this school, but are glad to know that merit has been rewarded. She goes to Tulalip, Washington, as teacher at an increased salary.

Mr. Walter M. Hodsdon of Gloucester, recently appointed as stenographer, has arrived and taken up his work.



WYANDOT RESEARCH.

By B. N. O. WALKER, *Wyandotte, Oklahoma.*

MR. C. M. Barbeau of Ottawa, Canada, a member of the Geological Survey of the Canadian government has been at Wyandotte, Okla., during the past two months gathering data and earnestly engaged in ethnological research work relating to the Wyandot Indians. He has been very successful and has secured much valuable and interesting information possessed by only a few of the oldest members of the tribe here, and all of which would soon have been lost forever with their passing beyond to their "Land Of The Little People." Mr. Barbeau has within the past year engaged in like work with the band of Wyandots at Lorette, near Quebec, and also with the few Wyandots who yet reside near Amherstburg, Canada, along the Detroit, from all of whom he gathered interesting data.

No real scientific research work has heretofore been accomplished among the Wyandots in recent years; and but scant and fragmentary data relative to their clan organization, myths, and ceremonial custom has ever been secured. Mr. Barbeau has been fortunate in getting much relating thereto from Smith Nichols, who is one of the oldest men of Wyandot blood now living, and who has throughout a long life cherished all of the ceremonial and traditional lore in which he had been instructed by the older members of the tribe, more than fifty years ago. He is one of the few living members of the band of more than 700 Wyandots who removed from Ohio to Kansas, in 1843. Valuable items of traditional information and folk-lore have been obtained also from

various other members of the tribe here

Mr. Barbeau has also secured various specimens for the Victorian Museum, the Canadian National Museum at Ottawa, Canada. They are giving especial attention to the securing of a Wyandot-Huron collection, and there have been obtained here some unique articles to be added to this. Perhaps the most rare specimen secured here is a maple-wood bowl or tray presented to the Museum by Mrs. Mary Walker, who is herself a Canadian Wyandot woman living with the tribe in Oklahoma. She is a quarter-blood Wyandot of French, Dutch, and English ancestry.

This bowl was made in Canada from a maple knurl at least one hundred and forty years ago, by Isadore, a Wyandot Chief. It was carried from Canada to Ohio some time after the close of the war of 1812, and from Ohio to Kansas at the time of the removal of the Wyandots west, in 1843. From Kansas it was brought to Old Indian Territory, now Oklahoma, about 1868; and it is now fittingly returned to Canada by a Wyandot. It has never until now been out of the possession of a Wyandot. Its first owner was Nancy Brown, the wife of Isadore. She died in Kansas about the year 1847, at the age of more than ninety years. She was an aunt of Mrs. Walker and the bowl has always been kept by some member of the family.

Mrs. Walker yet owns two other maple-wood bowls also brought from Canada, one made by her grandfather, Adam Brown, about one hundred and fifty

years ago, the other made by her father, Nicholas Williams. Both of these have been in her possession for the past sixty years.

It is indeed fit that the Canadian government should do everything possible to further ethnographic research work relative to the Wyandots, since these were the first Indians of Iroquoian stock that Jacques Cartier met on his earliest voyage of discovery up the St. Lawrence river. It was among these same people

that the earnest and fearless Jesuit Fathers labored zealously for so many years following the discovery and colonization of Canada, their faithful labors resulting, among other things, in the production of that rare work, invaluable alike to historian, the man of science, and the student—The Jesuit Relations. Moreover the name, Canada, given to the country by Jacques Cartier, is of Wyandot derivation, as is that of one of the principal cities, Toronto.



THE PEACE POLICY OF THE IROQUOIS

By ARTHUR C. PARKER, *In Southern Workman.*

Of the Education Department in the New York State Museum

MORE has been written by the historian, the antiquarian, and the poet about the Five Nations of the Iroquois League, perhaps, than about any other branch of the American race north of Mexico. This is because writers do not proceed very far in their investigations into Iroquois history and ethnology before they become enthusiasts, and at once seek to record, either in prose or in poem, as the mood fits the writers, the astonishing revelations that come to them. There seem, indeed, to be certain elements in the native culture of the Iroquois that appeal to every thoughtful person who loves the romance of history.

I do not pretend to anything new when, before proceeding further, I state that the Five Nations, or the Iroquois, as they are interchangeably called, were, at the time of the French and Dutch discoveries, the lords over what is now New York. They had a well-organized system of government, a system of laws, and a definite polity, and were regarded, both by the whites and by the Indian various tribes,

as a powerful people. Politically they were a confederated body, each nation of the of the five—the Seneca, the Cayuga, the Onondaga, the Oneida, and the Mohawk—being nominally independent, yet subject to the control of the Confederate Council of fifty *royaner* (lords or civil chiefs). Their home territory was called emblematically the "Long House," and within it the five brother nations dwelt in peaceful family relation. This figurative "long house" stretched from the Genesee on the west to the Hudson on the east, though by conquest they claimed most of the territory east of the Mississippi and from the Gulf States to Hudson Bay. The national vigor of the Five Nations made them feared wherever their name was known. With all this they were never a numerous people, for they could seldom muster more than five thousand warriors, and perhaps never had this number in the field at one time.

The secret of Iroquois strength has been made the subject of much speculation, but it was only the result of organ-

ization, unity, purpose, and concerted action. Back of all this, however, lay something more primordial, which begat it. This basic factor was the Iroquois constitution, a thing which Morgan and Hale both mention by name, though they were apparently unacquainted with it further than that. The Iroquois "constitution" is one of the new things that have come to me, and I believe it a real discovery. According to various versions which I have collected among the Six Nations of Canada, it consists of one hundred and twenty-three articles, each being represented by mnemonic strands of small shells or by wampum belts. Many of the facts contained in this code are familiar to students, but that they formed a part of a definite system of law will perhaps be news. The Iroquois called this code the Great Immutable Law of the Great Peace (Iroquois Government).

Originally the Five Nations of Iroquois were similar to all other Indian tribes or bands, independent bodies with similar dialects and similar customs, but with no political coherence. Each man to himself and each tribe to itself, was the rule. Often the individual nations warred with one another, and, with external enemies pressing them from all quarters, they found themselves in a precarious situation. The very peril in which they lived developed their strategic ability and fostered diplomacy. It likewise produced leaders, and finally a great law-giver who sought to bring about peace and unity and make the Iroquois the "Indians of Indians," the "Romans of the New World."

It is a difficult thing with students of stereotyped history to reconcile the idea of peace with the traditional "warlike Iroquois," but facts show that the very es-

sence of the Iroquois civic polity was peace, and *universal peace*. They were the originators of the American peace policy.

The Mohawk nation recognizes in Dekanawideh their great culture hero and the founder of their civic system, giving Hayonhwatha (Hiawatha), a second place. Nearly all authorities among the other nations of the five agree in this and attribute to Dekanawideh the establishment of the Great Peace. The prefatory articles of the Great Immutable Law recognize him as such and represent him as saying:

"I am Dekanawideh and with the Five Nations' Confederate Lords I plant the Tree of the Great Peace. I plant it in your territory, Adodarhoh and the Ononaga Nation, in the territory of you who are Fire Keepers.

"I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft, white, feathery down of the globe-thistle as seats for you, Adodarhoh and your cousin lords. . . . There shall you sit and watch the Council Fire of the Confederacy of the Five Nations.

"Roots have spread out from the Tree of the Great Peace . . . and the name of these roots is the Great White Roots of Peace. If any man or any nation outside of the Five Nations shall show a desire to obey the laws of the Great Peace . . . they may trace the roots to their source . . . and they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

"The Smoke of the Confederate Council Fire shall ever ascend and shall pierce the sky, so that all nations may discover the central Council Fire of the Great Peace.

"I, Dekanawideh, and the Confederate Lords, now uproot the tallest pine tree

and into the cavity thereby made we cast all weapons of war. Into the depths of the earth, down into the deep under-earth currents of water flowing into unknown regions, we cast all weapons of strife. We bury them from sight forever and plant again the tree. Thus shall the Great Peace be established and hostilities shall no longer be known between the Five Nations, but only peace to a united people."

As one gets further into the unique document, the method by which universal peace was to be established is revealed. All nations were to sit beneath the Peace Tree and acknowledge the imperial regency of the Five Nations' Council. To the Five Nations this seemed a very simple thing, for they called themselves *Ongweoweh*, Original Men, a term that implied their racial superiority. Thus to them it seemed quite natural that other nations should acknowledge their right to rule. They never doubted the justness of their claim or saw that it could possibly be disputed. With them it was the basis for universal action. Other nations were inclined to dispute that the Iroquois were inherently superior, and naturally rebelled at the idea of submission, even though it might be for their own ultimate benefit.

From tribe to tribe, tradition shows, the emissaries of the Great Peace went, carrying the messages with them in their wampum strands and inviting delegates to sit beneath the Peace Tree, to clasp their arms about it, and to discuss the advantages of an alliance.

The political success of the Iroquois, as a result of their system, gave them phenomenal strength and likewise excited widespread jealousy. Thus the Iroquois found themselves plunged in a war for existence and without friends to call upon. How a government, calling itself the Great

Peace, provided for such war is shown in the part of the Great Immutable Law called "Skənawaith's Laws of Peace and War." Extracts from these laws follow:

"When the proposition to establish the Great Peace is made to a foreign nation it shall be done in mutual council. The nation is to be persuaded by reason and urged to come into the Great Peace. If the Five Nations fail after a third council, the War Captain of the Five Nations shall address the head chief of the rebellious nation and request him three times to accept the Great Peace. If refusal steadfastly follows, the War Captain shall let a bunch of white lakeshells fall from his outstretched hand and shall bound quickly forward and club the offending chief to death. War shall thereby be declared, and the War Captain shall have his men at his back to support him in any emergency. War shall continue until won by the Five Nations. Thus shall the Five Nations seek to establish the Great Peace by a conquest of the rebellious nation.

"When peace shall have been established by the termination of the war, then the War Captain shall cause all weapons of war to be taken from the nation. Thus shall the Great Peace be established and the nation shall observe all the rules of the Great Peace, for all time to come.

"Whenever a foreign nation is conquered or has by its own free will accepted the Great Peace, its own system of internal government may continue so far as is consistent, but it must cease all strife with other nations."

In this manner, and under these provisions and others, every rebellious tribe or nation, almost without exception, was

either exterminated or absorbed. The Erie, the Neutral, the Huron, the Andaste, and other cognate tribes of the Iroquoian stock, were broken up and the scattered bands of survivors settled in the numerous Iroquois towns to forget in time their birth-nation and to be known forever after only as Iroquois. The law read, "Henceforth let no one so adopted mention the name of his birth-nation. To do so will hasten the end of the Great Peace." The Lenni Lenape, or Delaware, the Nanticoke, the broken bands of the Minsi and the Shawnee, the Brotherton, and other Algonquian tribes, yielded to the armed persuasions to accept the Great Peace; likewise yielded the Tutelo and Catawba of the eastern Siouan stock and bands of the Choctaw of the Muskoghean, and to that action is due the fact that they have descendants to-day.

The Iroquois policy of adopting captives led to a mixture of widely scattered stocks. The Iroquois therefore became an ethnic of composite elements. Thus from the ideas of universal peace and brotherhood grew universal intermarriage.

According to the Great Immutable Law, the Iroquois Confederate Council was to consist of fifty Rodiyaner (civil chiefs), and was to be divided into three bodies—the older brothers (the Mohawks and the Senecas); the Younger Brothers (the Cayugas and the Oneidas); and the Fire Keepers (the Onondagas). Each brotherhood debated a question separately and reported to Fire Keepers. In case of disagreement in opinion, the Fire Keepers referred the matter back and ordered unanimous report. If the two brotherhoods still disagreed, the Fire Keepers had the casting vote. If, however, the brotherhoods agreed and their deci-

sion was not in accord with the wishes of the Fire Keepers, the latter could only confirm the decision, for absolute unanimity was the law and was required for the passage of any question. Provisions to speedily break any deadlock were provided. All the work of the Council was done without an executive head, save a temporary speaker appointed by acclamation. Adodarhoh, in spite of his high title, was only the moderator of the Fire Keepers.

These "Lords," or civil chiefs, were nominated by certain noble women in whose families the titles were hereditary, and the nominations were confirmed by popular councils both of men and of women and finally by the Confederate Council. Women thus had great power, for they could not only nominate their rulers but also depose them for incompetency in office. Here, then, we find the right of popular nomination, the right of recall, and the right of women suffrage, all flourishing in the old America of the Red Man and centuries before it became the clamor of the new America of the white invader. Who now shall call Indians savages!

Not only were there popular councils to check an over-ambitious government, but both the men and the women had in their "War Chief" a sort of aboriginal public-service commissioner who had authority to voice their will before the Council. Men of worth, who had won their way into the hearts of the people, were elected "Pine Tree" chiefs, with voice but no vote in the governing body. The rights of every man were provided for and all things done for the promotion of the Great Peace.

Among the interesting things in this Iroquois constitution are the provisions for the official symbols. Many of these symbols, such as the point within a circle, the bundle of arrows, the watchful eagle, are

described in detail. The fifteenth string in the Tree of the Long Leaves section, for example, reads:

"Five arrows shall be bound together very strongly and each arrow shall represent one nation. As the five arrows are strongly bound, this shall symbolize the union of the nations." This reference to the arrows bound together was quoted by King Hendrick in 1755 in his talk with Sir William Johnson.

Perhaps a more striking paragraph to students of Indian history will be the reference to a certain wampum belt:

"A broad, dark belt of wampum having a white heart in the center, on either side of which are two white squares all connected with the heart by white rows, shall be the emblem of the unity of the Five nations. The white heart in the middle means the Onondaga nation and it also means that the heart of the Five nations is single in its loyalty to the Great Peace."

This belt is sometimes called the Hiawatha belt and is one of the most valuable Iroquois belts extant. It is now on exhibition in the Congressional Library.

The Great Peace as a governmental system was and almost ideal one for the stage of culture with which it was designed to cope. I think it will be found to be the greatest ever devised by a barbaric people on any continent. By adhering to it the Five nations became the dominant native power east of the Mississippi, and during colonial times exercised an immense influence in determining the fate of English civilization on the continent. They, as allies of the British, fought for it and in the end destroyed all French hopes for colonization.

The authors of the Great Immutable Law gave the Iroquois two great culture heroes heroes without equal in American

Indian annals. Through the law as a guiding force and through the heroes as ideals, the Iroquois have persisted as a people, and have preserved their national identity and much of their native culture and lore. Today in their various bodies they number more than 16,000 souls.

Adherence to race precedent is admirable as patriotism but is it always safe? Can a race surrounded on all sides by a dominant culture preserve itself from extinction by adhering to the ways of its fathers? I address these questions to the Indian more than any one else. Many of the problems and much of the misery that affects the Indian of to-day comes from the seeking to meet modern requirements by old-time methods. Men may rightly revere the past and venerate its teachings, but to cling to it completely may cause mental and moral stagnation and actual physical incompetency. A time for change and readjustment always comes; it is the very law of nature itself. Men and nations may adjust themselves with dignity and without losing distinctive character, and so may the Iroquois and every Indian.

The crisis in the period of transition is now. Only by seeking to develop the best that is within *himself* can the Indian survive as a factor among men. Only by an awaking and expansion of his own inherent talents can he command respect. With this development of his own, and guided by healthy ideals, the Indian will not only save himself but win for himself the renewed esteem of the enlightened world.

Sure as fate all things good come to those who work and wait with patience for results.

INDIAN AND AEROPLANE

From St. Louis Post Dispatch.

ALMOST as old as the dawning of superstition, itself probably one of the first achievements of observing man, is the funeral dance in honor of the dead. The newest thing in the world, the last word of science and the trophy of man's final triumph over the three great elements of earth, is the aeroplane. These two, the ancient and the modern, were recently brought face to face in dramatic fashion near Banning, Cal., on the edge of the Mojave Desert.

Columbus terrified the natives of San Domingo with the sails of his ships, which they had never before beheld, and which they took for the widespreading pinions of great white sea-birds. Cortez was believed a god in Mexico because of his horses, his armor and his death-dealing muskets. Pizarro, for the same reasons, was regarded as a deity in Peru. But never, perhaps, have civilization and savagery encountered more picturesquely than when Calbraith P. Rodgers, on the last lap of his ocean-to-ocean flight through the air, swooped down in his biplane upon the annual funeral dance of the Mojave Indians.

The contrast could scarcely have been more complete. The Mojave Indians, shrunken to a remnant of their former numbers, avoid intimacy with other tribes and with the whites, and still observe most of their primitive characteristics. They are thorough barbarians, although only 125 miles east of Los Angeles, and follow with little deviation the customs and ceremonies handed down to them by their ancestors of centuries ago.

Their little world is circumscribed on the east by the San Bernadino Mountains, from three peaks of which, "The Needles," their name is derived. Their belief is that beyond these mountains lie the regions of the blest, where the dead live forever with the Great Spirit.

From over these sacred mountains came soaring the latest and one of the most astonishing monuments of man's invention. Human flight in heavier-than-air machines was, until only a few years ago, a dream apparently so impossible of realization that it was classed with perpetual motion and other chimeras. Employed as names of derision were those of Icarus, who was fabled of have fallen into the Egean Sea because he flew too near the sun with his wax-hinged wings; and of Simon the Magician, who, according to apochryphal literature, attempted to display his powers in black art by soaring in a machine over a Roman amphitheater before the eyes of Nero, and was punished for his presumption by St. Peter, who brought him crashing to earth, with both legs broken, by uttering an anathema. Even Prof. Langley, who shared with Octave Chanute the glory of inventing the aeroplane, was until his death regarded by thousands as a second Darius Green.

Yet, in two or three years, men had flown so high in the sky as to become invisible from the earth, and had voyaged through the air at a velocity greater than that of the swiftest railroad flyer. Rodgers, when he encountered the Mojave Indians, was not only riding upon the air in a machine of canvass and steel, but was

accomplishing a feat, which, 10 years ago, would have been regarded as a miracle. He had flown from the Atlantic Ocean, across the immense American continent, and was then only a few miles from his goal, the Pacific. He had accomplished this distance in less than four days of actual flying.

The astonishment of the aborigines at their first view of sailing vessels and of guns "that kill at a distance" has been described by historians. Equal must have been the wonder of the Mojaves, as a black line suddenly etched itself against the sky above the summits of the sacred mountains; as the line separated into two lines, which swiftly widened into wings; as a faint purring swelled into a clamor of rapid explosions clattering down from the sky; as the apparition grew into a great ship voyaging at incredible velocity upon the bosom of the air and balancing itself upon an invisible keel by graceful oscillations. What must have been their awe as the mysterious craft turned its prow downwards and gently settled to earth *ng tamohem*?

Did the Indians recall their old legend that the god Matevil, creator of the heavens, was one day to appear from the East, flying on an immense bird from beyond the San Bernadino Mountains, and raise his people, the Mojaves, to be rulers of the earth? It is not impossible. Dispatches state that the funeral dance, their most solemn festival of the year, was terminated by the arrival of the aeroplane.

While other tribes have adopted the costume of the whites, the Mojaves retain the garb of their forefathers, of which the ordinary dress is breechcloth and moccasins. On festive occasions they don a shirt and cap of buckskin, or a headdress of feathers. They wear necklaces of white and blue beads and shells. Though they have rifles, they still use the

bow and arrow and the club of heavy wood with which their ancestors fought the Apaches and Comanches generations ago.

Like many other Indians, the Mojaves cremate their dead, believing that the soul rises with the smoke and floats away eastward to paradise. They believe that if one's life has been evil, he may be condemned to do expiation in the form of a rat. Once a year they hold a funeral dance in the hope of winning the release of their relatives from this purgatory of rodent existence.

The festival begins with games and athletic exercises. Horse-racing, of which they are passionately fond, takes a prominent place. Champions with the bow and arrow have an unusual contest. Each is armed with 10 arrows, the first of which he shoot as high into the air as he can. If he is able to launch the other nine arrow before the first strikes the ground he becomes hero of the feast.

In another contest, the warriors attempt to throw a lance 15 feet long through a hoop six inches in diameter, as it is rolled swiftly across the ground.

A favorite game is played with a bullet, which one of them shifts rapidly from one hand to the other to the sound of music from cane flutes. The object is to guess in which hand the bullet is. In another game, the contestants alternately throw 12 sticks into the air. Those which fall across each other count in the score. The winning tally is 100 points. On these sports the Indians often wager their entire possessions, including their wives.

Rodgers wheeled his biplane into Banning, where he remained all night. On the next morning, to the renewed astonishment of the Indians, he soared into the air and rapidly disappeared toward Pasadena on the last leg of his eventful voyage across the continent.

THE WORD.

By ELLA WHEELER WILCOX.

OH, a word is a gem, or a stone, or a song,
Or a flame, or a two edged sword;
Or a rose in bloom, or a sweet perfume,
Or a drop of gall is a word.
You may choose your word like a connoisseur,
And polish it up with art,
But the word that sways, and stirs, and stays,
Is the word that comes from the heart.
You may work on your word a thousand weeks,
But it will not glow like one
That all unsought, leaps forth white hot,
When the fountains of feelings run.
You may hammer away on the anvil of thought,
And fashion your word with care,
But unless you are stirred to the depths that word
Shall die on the empty air.
For the word that comes from the brain alone,
Alone to the brain will speed;
But the word that sways, and stirs, and stays,
Oh! that is the word men heed.

“Quarrels would not last long if the fault was
only on one side.”

—La Rochefoucauld

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31						

Christmas Hymn.

H. E. Morcom, Principal Tongue River, Montana, Training School.

Hail the King, who came to earth from heaven!

In a manger lowly He was laid.

Hail the King, the best of gifts e'er given;

Praise the name whose glory shall not fade.

Chorus (repeat)

Hail, hail, the Lord is come;

Hearts and voices singing,

To Jesus tribute bringing.

Hail, hail, the Lord is King,

Men and angels gladly sing.

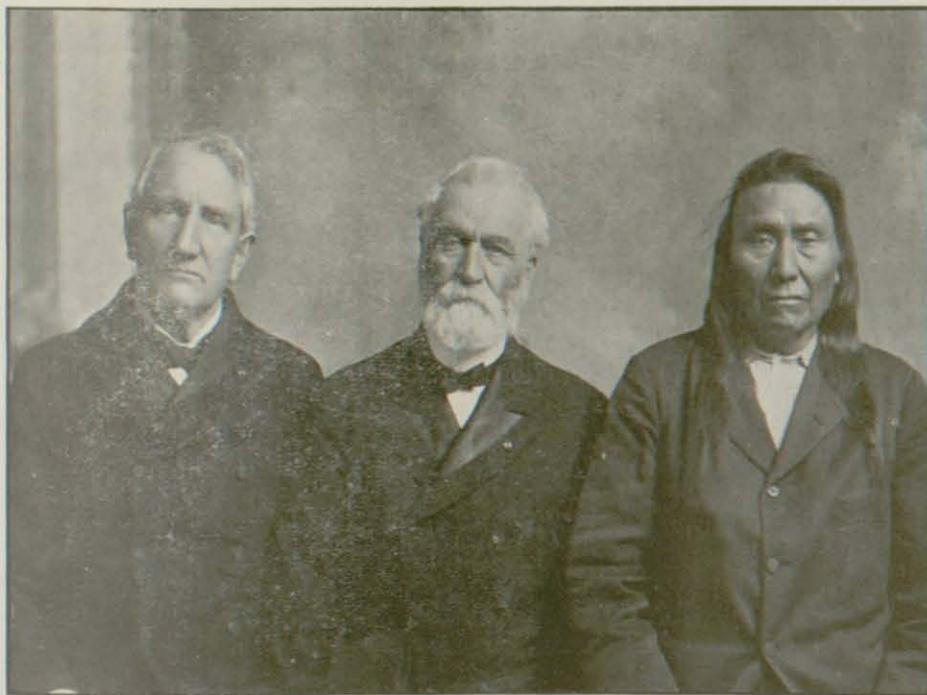
Shepherds gaze on heavenly hosts appearing

In the sky, to tell the wondrous birth;

Wise men come, the Star of Bethlehem cheering,

On their way to Him of wondrous worth.

A PICTURE AND A LITTLE HISTORY.



GEN. R. H. PRATT

GEN. O. O. HOWARD

CHIEF JOSEPH

IN 1863 a treaty was made by the United States with the Nez Percés, whereby, it is claimed by the representatives of the United States, the Indians relinquished all claim to the Wallowa valley, Oregon. There resided in this beautiful and fruitful valley at this time a band of Nez Percés having Chief Joseph or Hinmaton-yalatkit as their leader. These people and their ancestors had made this their home since "the memory of man runneth not to the contrary," and they refused to be bound by the treaty, claiming not to have been parties to any such agreement. When they were invited to emigrate to Idaho they declined in the most emphatic terms. It is most probable that they would have done so in the end had they not been elbowed by the white settlers of the region,

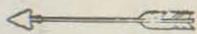
obsessed with that ever-present white man's mania for possession of whatever belongs to an Indian, from a pappoose's gourd rattle to a reservation. Chief Joseph resented the outrages committed by the whites, retaliated in kind, and in 1877 war began.

Generals Howard, Miles and Sturgis cooperated to reduce the little band of Indians to subjection but found them made of better than ordinary stuff. During the campaign the soldiers met several defeats while Joseph was making a most masterly march of a thousand miles, a part of which was across the Rocky mountains, taking the women and children of the band along. General Howard says that as a tactician this untaught Indian displayed the abilities of a Washington. When within fifty miles of the Can

adian line, Joseph's objective point, the Indians were finally hemmed in and made a conditional surrender. It is stated in "The Handbook of American Indians" that the promises made to Joseph to induce surrender were ignored—another example of Punic faith in our dealing with these illiterate people.

In the early spring of 1903 Chief Joseph and General Howard met at Carlisle as guests of the school and both delivered addresses in the "Experience Meeting" which was always the most interesting feature of General Pratt's famous

Commencements. The two old antagonists had become the best of friends and expressed the highest appreciation of each other's soldierly qualities. These two heroes together with a third approved veteran of the Civil War, General Pratt, Carlisle's founder, were persuaded to sit together for a photograph. The result is presented to the readers of JOURNAL. It is rare that three such interesting characters are in front of the camera together. Of the three, General Pratt, alone, is left, Chief Joseph having died in 1904 and General Howard in 1910.



CADMAN AND INDIAN MUSIC.

By E. C. JOHNSON.

MR. Charles Wakefield Cadman, the greatest exponent in America of Indian music, gave an American-Indian music-talk last evening in the old Presbyterian church in West Sixth street, it was intensely interesting, both from a musical and an ethnological standpoint. No other American, unless it be Mr. Victor Herbert, who has recently contributed to our American musical literature the opera "Natoma," has so surely and accurately seized the spirit and meaning of the Indian folk-lore and melody weaving from the primitive, aboriginal themes idealized songs and instrumental stories, telling of the loves, hates, sorrows and joys of the Indian.

Mr. Cadman made a brief introductory talk in which he declared that Indian music becomes valuable only when the ethnologist and the musician join hands. He said that psychologists find the same emotions inspiring underlying the music of the Indians as that of more civilized peoples; that the Indian is more

subjective in voicing his inner self, less involved than civilized peoples, but in his expression of emotion, through the medium of music, as real, as deep as was Beethoven in his great "Sonata Appassionata."

To illustrate this contact of emotion Miss Gertrude Wakefield Hassler, who assists him in his interpretations, sang three selections expressive of religious emotion, the Omaha tribal prayer, a Gregorian chant of the seventh century and an ancient Egyptian chant of the Copts, the first in the Omaha tongue, the second in Latin and the third in ancient Egyptian. Miss Hassler, who has a charming contralto voice, imbued these three songs with a deep religious feeling. It was not, however, until she had given "An Incantation Over a Sleeping Infant" (Troyer); that exquisite love melody, "From the Land of the Sky Blue Water" (Cadman) and "Far Off I Hear a Lover's Flute" (Cadman) that the full charm of her personality reached the audience.

Perhaps it is because of a sensitive, ardent temperament, perhaps even more because a strain of Indian blood flows in her veins, that she is able to give vivid expression to these Indian songs in which there is something wild and free, a note of the sinister, a trace of primitive abandonment. Not a small part of the beauty of her performance is her facial expression, and delightful simplicity and naturalness of manner. Aside from a group of two idealized songs, she gave a concluding group of three, "Doubt" (Ojibway), a delicate fragment, sung first in English and then in the native tongue, and "The Little Naked Bear," both by Burton; finally "The Moon Drops Low" (Cadman), a prophecy in which the Indian as symbolized the extinction of his race. This was an exceedingly interesting climax to the program, and Miss Hassler sang the despairing cry of the Omaha tribe in a vein of grim passion.

The songs were interspersed with groups of Indian themes which Mr. Cadman rendered on the piano, and others on the flageolet on which the Indian plays his love melodies. He had on a table a collection of Indian musical instruments, the flageolet, two drums, and a variety of rattles. By means of these crude instruments the Indian obtains wonderful rhythmic effects.

"There is a keener sense of rhythm in the aborigine than in civilized man," said Mr. Cadman in the course of his remarks. "He can carry six rhythms at once, a feat impossible for the white man."

In closing Mr. Cadman declared that although we have abundant material in our own country for a national school of musical composition, the Indian music would never dominate the music of the future.

Senator Robert L. Owen was an in-

terested member of the audience. After the performance, Mr. Cadman expressed the regret that he had no Cherokee themes on his program which he might have given in compliment to the nation from which the senator has sprung.

His opera "Daoma" on which he was at work when in Oklahoma City last April was mentioned.

"I have lost six months work on it," he said. "After leaving here last spring, I collapsed, and was compelled to take six months of complete rest. I am better than ever again, and I expect to have the opera staged in 1912. You remember "Kawas, Thy Baby is Crying," on the program tonight? I have woven that theme into the intermezzo. The Fantasia on a Game Song is also a part of it. You see, the work I have done in the past was only to pave the way."

To the remark that the way had been well and soundly paved, he replied, "but only with cobblestones," such is his innate modesty concerning his attainments.

Following the program, the faculty of the Musical Institute under whose auspices Mr. Cadman and Miss Hassler made their appearance in Oklahoma City, gave a delightful reception in their attractive quarters in the Terminal building, where many well known musicians and music lovers gathered to meet the guests of honor. Mrs. Anne Ewing Hobbs poured coffee and the guests lingered until near midnight, when Mr. Cadman and Miss Hassler left for Fort Worth. They expect to appear again in Oklahoma City some time in February.

"The man who fears he will do more than his salary calls for, will never have much salary to call for."

THE PASSING OF THE COPY BOOK.

By C. E. BIRCH, *Principal, Haskell Institute.*

THE old style copy book is a failure and its days are numbered. It was never anything but a makeshift—a substitute for personal instruction. It was fondly believed that by putting a copy book into a pupil's hand and telling him to "keep it nice" and "not to make any blots" he could learn to write. This relieved the busy teacher and she could grade papers while the children "wrote." The result was disappointing. A cramped finger movement was the invariable consequence. In many instances beautiful forms were produced, but at a fearful cost in crooked back, round shoulders, bad eyes and cramped lungs.

The vertical style of writing came loudly heralded. It was the universal penmanship panacea. The learned ones said that the evils noted above were due to the slant writing which had formerly been in vogue. Principals and school boards "tumbled over themselves" to introduce the new "get-rich-quick" penmanship scheme. Later on they dropped it almost as hastily. Then came "medial," "natural," "semi," and several other varieties of compromise slant systems. They are meeting the same fate which met their predecessors. The trouble was not with the slant, but with methods, or lack of methods, employed.

We must first recognize that writing is something we must teach, and not something which the child should be left to "pick up." It will not require so much time as arithmetic or English, but it must have systematic and intelligent direction. Too many examining boards

have thought that "anybody can teach writing" and too many teachers have thought "anybody can learn to write" without giving the subject any particular attention. It is hard to explain this attitude. We do not expect arithmetic, reading or English to be thus automatically acquired.

A child comes to our school utterly unfitted to do small writing. His first lessons should be at the blackboard or on a large sheet of paper, using crayon or pencil. Do not permit him to use short stubs of pencils, unless in a holder. See that he does not grip the writing implement. Teach him first a few of the free, easy movement exercises to be found in any course of muscular movement writing. Do not permit finger movement at all. Of course the writing will be large at first, but it can be reduced in size after a few weeks of careful drill. Do not introduce pen and ink until the pupil can do well with a pencil.

Writing pads or loose sheets of paper or both should by all means supersede the old style copy book. By this method enough time can be spent on one exercise to accomplish something and frequent reviews may be introduced. If a sheet of paper is spoiled, another may be written and no harm done, but if a page in the copy book is spoiled the book is spoiled.

The pupil will never write in a book with the same relaxation of the muscles that can be secured otherwise.

Have a page handed in frequently by each pupil to be filed. In this way the progress can be noted from time to time. Sit down at the pupil's desk frequently



This is the legitimate result of purely finger movement writing. That these little folks appear to be so intensely in earnest makes the crime against them all the greater. Using a copybook in this fashion or thus toiling on "busy work" may produce untold harm. The remedy is to train pupils in correct position and writing movement, and to avoid long writing periods of any sort. Arrange your work so as to give your pupils frequent changes of position, especially the little folks who are growing fast.



Here is shown a group of pupils in good position for writing. They are sitting well back in their seats, leaning forward slightly from the hips. The position is easy and comfortable, permitting a free movement. In such a position there is no cramping of the lungs or other organs, no danger of injuring the health or eyesight. Ten weeks before this photograph was taken, these boys and girls entered the first grade, the most of them speaking little or no English.

and show him how to hold the pen or pencil and how to apply the movement.

Give frequent drills at the blackboard. Do not require a great deal of writing from pupils until writing has become easy and correct habits of position, penholding and movement have been acquired.

The teacher who has never investigated muscular movement writing would do well to make a small investment in some good penmanship journal or work on penmanship. It should yield several thousand per cent. in dividends.

A small bulletin of helps and suggestions for writing teachers, freely illustrated, has been issued at Haskell Institute and will be mailed to all teachers requesting it.

Why has the copy book failed to produce good results?

1. Because the copies are poorly graded.
2. Form is emphasized and movement neglected.
3. The amount of practice given on each copy is insufficient.
4. The effort to keep a book free from mistakes tends to make the pupil nervous and the muscles become rigid and cramped through this fear of spoiling the book.
5. In order to produce approximately perfect forms, such as are placed before them, the pupils assume wrong positions and get into wrong habits of penholding.

By the use of pads or loose sheets many

of the above difficulties are removed, but the fact still remains that the teacher must be able to sit down by the pupil's side and show him by example how to write. The cities meet the situation by employing a special supervisor of writing to go from school to school and give instruction. Generally he has a class in methods for teachers once or twice a week. In our Indian schools no supervisors of penmanship are employed and the problem, therefore, is one that the teacher must solve largely for herself. It is our purpose to offer, if possible, some suggestions which will be of help to teachers in our Indian school.

Myopia or nearsightedness is often produced by bad writing habits. Children who bend over their work too closely hour after hour, day after day, are bound to reap a penalty of ill or depreciated health for which you or I may be directly responsible. Not only the eye, but the lungs and other vital organs suffer from the crooked, bent and unhygienic positions which copy books foster.

The habit of giving pupils long tasks in written work to keep them busy is a crime unless they have been taught how to write without distorting their bodies and straining their eyesight. It would be far better to furnish each one with a knife and a soft piece of pine to whittle.



Appropriations for Oklahoma.

The Indian Appropriation Bill as submitted to the House Committee contains the following Oklahoma items:

For the Support of the Wichita Indians and affiliated bands, \$5,000; Support of Cheyennes and Arapahoes, \$35,000; Support of Chilocco School, \$90,000;

fulfilling Pawnee treaties, 47,100; administration of Five Civilized Tribes, \$175,000; district agents, \$100,000; fulfilling Choctaw treaties, \$10,520; continuation of Kickapoo and Five Civilized Tribes land suits, 50,000; continuation of Seminole land suits, \$15,000.

THE INDIAN BROTHERHOOD.

From Associated Press.

When over a hundred American Indians, representatives of noble bands who once ruled supreme on this continent convened in Washington a few days ago, a touch of pathos immediately entered into their deliberations, particularly when one read of the list of tribes which were represented there, seeking strength in unity after years of hopeless internecine strife.

There were the Chippewas, once a nation fit to battle with the white conquerors of America. There were the dreaded Sioux, whose name today recalls the memory of terrible battles, massacres and destruction. There were the Kootenai, once a nation as large as the State of Nevada and probably as powerful. In addition there were the famous tribes of Oklahoma, all of whom now are helpless in the power of the government.

All these have come to Washington with the single hope that by uniting they may gain what they term their rights from the white man who now hold the greater part of the land once the Indian's.

Every chief wore the many-hued robes that have done service since the first council fires were lighted centuries ago. Old Chief Antiese, wise man of the Pend d'Oreille nation and dean of all those who gathered to organize, was clad in a blanket of red, green, blue and yellow. His white locks, oiled and tied with thongs strongly contrasted with the wide brimmed sombrero in which were the feathers that marked his station. There are others almost as old as Chief Antiese, who are known to be the diplomats of their race.

When the first of the many sessions of the conference opened, Chief Stwire G. Waters of the Yakima nation, who besides being head of his people is a Methodist minister, strode to the front of the hall and before the many chiefs and their people removed his sombrero and knelt in prayer. He prayed in English, while an interpreter standing at his side repeated the words in Choctaw dialect, which is generally understood as the language of the "nations." At the end of the prayer there came from the assembled reds a guttural "Amen" to the God of the white man and the God of the red man whom they still call the "Great Spirit."

It is to throw off the yoke of charity, and to conduct their own affairs to a greater extent, and receive the rights of other free American citizens that the Indians have gathered in Washington. Through the organization of a great political league, for such it will be, they hope by the right of ballot, the white man's own weapon, to get a hearing at the bar of justice.

In seventeen states the Indians claim to hold the balance of political power. In the new state of Arizona, where the majority of the controlling party is but a few over seven hundred, the Indian vote is 8,000. In Idaho where there is a small republican majority the Indian vote is over 3,000; in Minnesota the Indian vote is over 9,000; in Indiana where there is a republican majority of 4,400 there is an Indian vote of 6000; in New Mexico the reds have a vote of 7,000; in North Dakota the Indian vote is 3,200

and in Oklahoma the Indians have a vote of 32,000. A total of 93,414 aborigines in seventeen states hold the right of suffrage, which is more than the combined vote of Arizona, Nevada and Wyoming. In addition to these fully 38,000 can be added to the voting list by the payment of poll tax and furthermore, there are 60,000 intermarried whites whose interests are identical with the Indians, who would cast their votes on any issue decided by the federation which is being formed in the national capital. Seventy congressmen and thirty-four senators could be made or unmade by the Indian vote it is claimed.

Many Take This "Cure"

From Kansas Industrialist.

Farmers must be returning to "hog killin'" day, sure enough. Else why should so many ask for details of the system used by Henry J. Waters, president of the Kansas Agricultural College, in curing and smoking meats? Nothing more interesting has come up in recent years. Within a month the demand for this kind of information has grown with the most remarkable rapidity. Since the directions were first printed, nearly a year ago, letters have never ceased coming. But recently, since work began on a slaughterhouse for the college, in which to work out all these details before the students—since the instituting of a course teaching this kind of work—the interest has increased amazingly.

HERE 'S THE RECIPE,

Farmers in Idaho, Maine, Texas and in Montana, have written asking for directions, saying they had lost their original copies. Here, a little more fully, are the rules as used in President Water's own operations of killing and curing: To 1000 pounds of meat take the following:

- 40 Pounds of common salt
- 10 Pounds New Orleans sugar
- 4 Pounds black pepper
- 1½ Pounds saltpetre
- ½ Pound cayenne pepper

Weigh the meat and take such part of the ingredients as that is a part of 1000. Let the meat cool thoroughly. After thoroughly mixing the ingredients, one-half of the amount should be rubbed well into the meat. Put the meat in a dry, cool place. Let it remain two weeks, then rub on the remainder of the cure and let lie about six weeks, when it is ready to hang. In some states the meat may be put in a cellar, but only if the cellar be thoroughly dry. The rule "Never in a cellar" would apply to Missouri, but in Kansas one might easily have a suitable place under-ground. Never use a warm or moist place.

RUB IT IN CAREFULLY.

It is important that the meat be well rubbed each time the cure is applied, and that plenty of the cure be forced into the hock ends and around the joints. Less cure should be used on the thin sides than on the joints. The heavier and fatter the meat, the longer the time required for curing. The warmer the weather, the quicker the meat will take the cure. The best time to kill will be in cool weather after December 1, to February 1. You can kill in November if the weather is cool, but there is much danger that it will turn warmer again. Kill at the beginning of the cold wave. You will produce the finest flavor if you give the meat two or three months of cool weather, hanging, before the warm days come. About the right sized hog is 175 to 225 pounds, and 180 to 190 pounds for a handy sized ham. You should have a March or April hog.

HOW TO TRY IT.

While in general a light straw color

would indicate sufficient smoking, it is always safe to try a piece of thin bacon or shoulder, to be certain that the process has been carried far enough to give proper flavor and cure. The hams may be kept one, two or three years without detriment, and will improve in flavor up to the end of at least two years. No deterioration will take place for even five years if a ham is properly cured.

Smoking should be done slowly. It should occupy four to six weeks, a little every day, and with little heat. Slow smoking gives a delicate flavor. After the smoking is finished wrap each piece in paper, put in an unwashed flour sack and hang in a dry place.

The brine cure requires the same materials, minus the pepper. When the meat has cooled rub it with salt and let it drain over night. Pack in a clean barrel with the heavy pieces, hams and shoulders, at the bottom. For every 100 pounds use 8 pounds of salt, 2 pounds of brown sugar and 2 ounces of saltpetre. Dissolve in four gallons of water and cover the meat with it. Thin sides should remain in this four to six weeks and hams six to eight weeks. After it has dried thoroughly smoke as in the dry cure. Shoulders should be cured with the hams. For eating until June 15 they are as good as ham, and cheaper.

How shall you determine just when the meat has been cured? Take one of the shoulders, saw off two or three steaks and note the color of the lean. If the inner muscles are turning a red tinge and the outer muscles are quite red, the indications are that it is sufficiently cured. It is best to fry these steaks. If the outside is a bit too salty and the inside not salty enough, it is time to quit curing. Hang it up for smoking. Here are a few figures showing what should be pro-

cured from a 250-pound hog:

- 35 pounds ham,
- 30 pounds shoulders,
- 25 pounds thick sides,
- 21 pounds thin sides,
- 30 pounds lard,
- 40 pounds spare rib, head, feet, backbone,
- 18 pounds sausage,

Good Word for Red people.

Denver, Colo.

Robert G. Valentine, United States Commissioner of Indian Affairs, in an interview here, throws a new light on the redskin and his ways when he said:

"There were only about half a million Indians on this continent when Columbus landed, in my opinion, and there are 300,000 Indians, speaking 250 dialects, now living in the United States. The Indians never occupied this country. They merely roamed over it. We estimate that war and disease have reduced their numbers by 200,000 only. The Indian is not a cruel savage. There has never been a massacre unprovoked by white aggressions. The Indian is not lazy, though most people will gasp at this. Many Indians have seemed lazy and apathetic, because they found themselves unwilling wards of the Government. The necessity for work and their natural pleasure had been taken from them.

GOOD WORKERS WHEN INTERESTED.

"It is a very high type of civilization that will work when necessity doesn't compel it to do so. Get the Indian interested and his work is remarkable. The Santa Fe road pays Indian laborers \$1.25 per day and but \$1 a day to whites in its Southwestern construction work. This is simply because the Indians do more work."

ACADEMIC OUTLINES.

Below are the lesson plans in English and Nature Study in use in our academic department during the week beginning December 11. They may not be as detailed as some teachers would like but are considered sufficiently complete for the guidance of experienced school room workers as all those at Chilocco are. They are given as samples of brief but effective plans that indicate that there is present in each school room a distinct conception of what is to be attempted and a purpose to exclude "firing at random."

SUBJECT ENGLISH.

DECEMBER 11, 1911.

GRADE FIRST

Topic.	Method.	Material
Christ- mas	Read to the class "The Story of Christmas" from "The Story hour"	"The Story hour."
12. Christ- mas	Pupils tell about Christmas. Use Madonna, and Christ before the doctors.	Kate Douglas Wiggin.
13. Christ- mas song.	Copy first stanza. Drill on difficult words	Taylor's second reader page 75.
14. Christ- mas song	Memorize first stanza.	
15. Christ- mas song.	Memorize second stanza.	

SUBJECT ENGLISH

DECEMBER 11, 1911.

GRADE SECOND

Topic	Method	Material
11. Christ- mas	Read to the class "The story of Christmas" from "The Story hour."	"The Story hour."
12. Christ- mas	Pupils read Christmas stories and tell them to the class.	Kate Douglas Wiggin.
13. Christ- mas	Reproduce a Christmas story that was told.	Story books

- | | | |
|-------------------------|----------------------------------|--|
| 14. Christ-
mas song | Copy and memorize first stanza. | from library. |
| 15. Christ-
mas song | Copy and memorize second stanza. | Taylor's second reader page 75.
Katherine Krebs
Teacher. |

SUBJECT, LANGUAGE and SPELLING.

Beginning DECEMBER, 11, 1911.

GRADE, PRIMER.

Topic.	Method.	Material.
11. "A" and "An."	Use words on page 12. Sentence construction.	The Baldwin Primer.
12. Red, red; White, white; Blue, blue;	Use American flag. Memorize verse about the flag. p. 15.	Blackboard.
13. Continue.		
14. Two, three, four, five.	As on page 16.	
15. hand hands finger fingers.		

SUBJECT, NUMBER WORK and LANGUAGE.

DECEMBER, 11, 1911.

GRADE, FIRST SPECIAL.

Topic.	Method.	Material.
11. Division.	Build table of 4's.	Blackboard.
12. Multipli- cation.	Table of 5's to 6x5. Use circle.	
13. "The Mice and the Cat."	Read to class.	Second Book for Non-English speaking People.
14. "	Tell the story and have pupils supplement words and phrases.	
15. "	Pupils tell the story guided by key words placed on blackboard.	

SUBJECT, PHYSIOLOGY and LANGUAGE.
DECEMBER, 11, 1911.

GRADE THIRD.

Topic.	Method.	Material.
11. Water as food.	Question.	Child,s Health Primer.
12. Lime and salt in food.	"	"
13. Flesh making foods.	"	"
14. "Saw" and "seen."	Use in sentences, oral and written.	
15. "The Children's Hour."	Read to class.	

N. Coz
Teacher.

SUBJECT, ENGLISH GRADE, 3rd SPECIAL.
BEGINNING DECEMBER 11, 1911.

TOPIC.	METHOD.	MATERIAL.
11. Statement, chief words and capital letters.	Write statements on black board, pupils point out chief words and names. Note use of capital letters.	
12. Same as above.	Same as above.	
13. Same as above.	Write statements from reading lesson, point out chief words and names.	
14. Names and capitals.	Teacher write particular and common names on board; pupils point out each kind.	
15. Same as above.	Pupils select common and particular names from reading lesson.	

Reed's Introductory Language Work.

SUBJECT, NATURE STUDY. GRADE 3 SPECIAL.
BEGINNING DECEMBER 11, 1911,

TOPIC.	METHOD.	MATERIAL.
11. A Pine Twig.	Reading lesson, discussing leaves and cones. Questions with written answers.	Plant Life, Bass.
15. Reading of second lesson, discussing use of the pine tree.		

SUBJECT, ENGLISH. GRADE 4 B.
BEGINNING DECEMBER 11, 1911.

TOPIC.	METHOD.
11. Using the verb right.	Learn present, past, and perfect forms of ride, shake, speak etc.
12. Write sentences using the forms of each verb.	
13. Learn the three forms of come, drown, attack, etc.	
14. Write sentences using above forms.	
15. Fill blanks using forms of verbs from week's lesson.	

Reed's Introductory Language Work.

SUBJECT, NATURE STUDY. GRADE 4 B.
BEGINNING DECEMBER 11, 1911.

TOPIC.	METHOD.
12. Animals of the Valleys.	Questions with written answers. Read answers, on life, peculiarities of feet and bills of birds; reasons for peculiarities.
14. Animals of the slopes.	Reading lesson covering, life, food and habits of squirrels, rabbits, weasls etc.

Geographical Nature studies.

Emma Tooker
Teacher.

SUBJECT LANGUAGE GRADE 4 A.
BEGINNING. DECEMBER 11, 1911.

11. TOPIC. Stanza of the poem, "Winter."
METHOD. Study the second stanza of this poem and recite it orally as well as write it. Notice particularly punctuation.

MATERIAL. Poem, "Winter" found in Marian George's Intermediate Book for Winter.

12. TOPIC. Three forms of "see"
Grade 5 B.
Learn the three forms of this word and the use each in sentences. Correct exercises where this form is used incorrectly.

MATERIAL. From blackboard.
13. TOPIC. Use of this and these.

METHOD. Explain the correct use of these words. Make sentences using these words correctly, and fill blanks in sentences with the correct word.

MATERIAL. Work placed on blackboard.

14. TOPIC. Use of this and these.
METHOD. Continue the work as outlined for Dec. 13.

15. TOPIC. Use of that and those.
METHOD. Teach the use these words in sentences and to fill in blanks in sentences correctly.

Subject, Nature Study. GRADE 4 A.
Beginning December 11, 1911.

12. TOPIC. The camel. Study a description of the animal, where it is found, its use, and how it is adapted to this use. Compare the camel with the horse.

METHOD. Have pupils describe the camel. According to an outline placed on board. Work to be oral.

MATERIAL. Outline given in Marian George's Primary Plan Book for December.

14. TOPIC. The camel.

METHOD. Write a description of the camel using the outline on Dec. 12 for a basis. At the top of composition paste a small picture of the camel. Place the best compositions on wall of room.

MATERIAL. Outline in note-book and halfcent size of Perry Pictueres.

Elta E. Smith
Teacher.

SUBJECT ENGLISH.
DECEMBER 11, 1911.
GRADE FIFTH-B

Topic:- Reproduce Christmas Story.
Parts of Speech, Verbs.
Memorize poem "Christmas Bells" by Longfellow.

Material.
Kate Douglas Wiggin's "The Birds"
Reed and Kellogg's Text, Lesson 18.
Poem, "Christmas Bells" on black board.

METHOD.
1st. Lesson: Written reproduction of the Christmas story read in reading lesson.
2nd. Lesson: Written lesson in sentence synthesis, (Dec. 13) using the nouns and verbs given in lesson 18 of text book.
3rd. Lesson: Memorize poem from black board, (Dec. 15)

SUBJECT AGRICULTURE.
Topic:- Farm crops and their uses.-Potatoes, sweet and Irish.

Material.
Specimens sweet and Irish potatoes.
Pictures, Goff and Mayne, page 31.
Pictures of potato digging machine, fields, etc.
Materials for showing starchy composition.
Reference page in Davison's Physiology on food value.

Method.

- 1st. Lesson: General talk and study on speci-
(Dec. 12) men potatoes, and construction of
black board outline from same, em-
phasizing following topics:-
Kinds, uses, food value.
Plants, soil and moisture require
ments, planting difference from seed
plants, growth, cultivation, danger
from worms and bugs.
Compare climates needed for each
and absence of sweet potato in
north due to longer period required
for growth.
Gathering, newly invented digging
machines.
- 2nd. Lesson; Written lesson on above.
(Dec. 14)

A. S. White
Teacher.

SUBJECT, AGRICULTURE

DECEMBER 11, 1911.

GRADE "6" B.

- Harrowing and Rolling.
Discuss { The object of harrowing.
Types of harrows in use.
The value of different types.
13. Leaves. Facts about leaves.
Discuss { Color
Shape
Size.

The use of leaves to plants.

- Moisture.
Starch.
Digestion.
Breathing.

15. How the work of some leaves is
hindered.
Too dry.
Too wet.
Dust.
Insects.
Disease.
Too little sunlight.

Material.

"First Book on Farming" Goodrich.

SUBJECT, LANGUAGE.

DECEMBER 11, 1911.

GRADE "6" B

11. Adverbs. Define-
Select adverbs in written
sentences.
Build sentences contain-
ing adverbs.
Name kinds—
manner,
degree,
place or direction.

13. Analyze, diagram and parse
words in simple sentences—
as "The birds chirp merrily."

15. Correct errors of position.
Graded Lessons in English—
Pages 54 to 59.

Ida J. Allen
Teacher.

SUBJECT, ENGLISH.

DECEMBER, 11, 1911.

GRADE "6" A. and "7" B.

11. Exercise in use Reed and Kellogg's
of adjectives. Graded Lessons.
Oral and Written: joining appropriate nouns
to such adjectives, as crimson, land, melo-
dious, fragrant, delicious, cold.

13. Errors in the use Reed and Kellogg's
of adjectives. Graded Lessons.

List words preceded
by an; by a. Give
reason.

15. Same, continued, de-
scribing animals. "

GRADE "7" B.

Reed and Kellogg's
Graded Lessons.

- 12 Adverbs.

Oral instruction.
Give examples of ad-
verbs modifying verbs;
adjectives; adverbs.
Not always in pred-
icate or after word
modified.

- " Use in sentences. " "
Show in sentences
points brought out in
oral work.

- 14 " Same, with parsing " "

SUBJECT, AGRICULTURE.

DECEMBER 11, 1911.

GRADE "6" A. and "7" B.

SIXTH A.

11. Alfalfa. B. S. and Hill.
Reading and questions; discussing
kind of crop, soil, seeding, harvest-
ing and fertilizers needed.
13. Clovers. B. S. and Hill.
Reading and questions; compare
and contrast with alfalfa.
15. Clovers. B. S. and Hill.

Review.

12. The plant. Reading, conversation and questions. Burkett Stevens and Hill.

The flower and the seed.
Pollination.
Draw diagram to show parts. Indicate each. Examine a flower. Only perfect flowers have all parts.
End with oral recitations.

14 *J. W. Buchanan*
Teacher.

SUBJECT ENGLISH.
DECEMBER 11, 1911.

GRADE SEVENTH A.
Topic:- 11. Diagram sentences having attribute and object complements
13. The use of modifiers. The Position of the adverb. The distinction between the adjective complement and the adverb modifier.
15. The study of a story:- Composition. Paragraphs. Sentences. Position of phrases.

METHOD.
Study and oral recitation. Sentences diagrammed on the black-board.

MATERIAL.
Reed and Kellogg's Grammar.
Original Sentences.

SUBJECT AGRICULTURE.
BEGINNING DECEMBER 11, 1911.
GRADE SEVENTH A.

Topic:- Dec. 12. The way to prevent milk from spoiling. The care of the cow. Cleanliness in the stable. Care of utensils.

Topic:- 14. Care of farm tools and machinery. Why the farmer should have good tools and machines. How to repair tools. The need of a separate tools-house. How to prevent rust.

METHOD.
Silent reading and study. Oral recitation.

MATERIAL.
Burkett, Stevens, and Hill's text-book used as a guide.

SUBJECT ENGLISH.
DECEMBER 11, 1911.

GRADE EIGHTH.
Topic:- 11. The punctuation of explanatory modifiers.
13. Analysis of sentences.
15. Parsing of all parts of speech.

METHOD.
Original sentences containing explanatory modifiers written and punctuated. Oral analysis. Written recitation in parsing.

MATERIAL.
Reed and Kellogg's Grammar.

SUBJECT AGRICULTURE.
DECEMBER 11, 1911.

GRADE EIGHTH.
Topic:- 11. The Offices of the plant. The plant and the crop. The uses of the plant. 1. The plant in the relation to the soil. 2. As a soil maker. 3. As a soil improver. 4. As a soil protector
13. The plant in its relation to climate. The plant in its relation to animal life.

METHOD.
Reading, study, and oral recitation.

MATERIAL.
Bailey's Principles of Agriculture.
Supplementary text books.

Sadie P. Robertson
Teacher.

SUBJECT ADVANCED ENG. and COMPOSITION.
BEGINNING DECEMBER 11, 1911.

GRADE NINTH.
Topic. Method. Material.
12. Infinitives. Written diagrams of sentences containing infinitives used in different ways. Reed and Kellogg's Higher lessons in English. Lesson 41.

14. Adjectives in composition. Distinctive uses of a, an, and the, Reed and Kellogg, lessons 90-91.
The use of apt adjectives. The arrangement of adjectives.

SUBJECT PHYSICS.
DECEMBER 11, 1911.

GRADE NINTH.
11. Work, Energy. Written work on problems of work, energy, and gravity. Hoadley's Brief Course, pp 68-69.

13. Falling bodies. Study of text, do. pp 71-76.
Demonstration by teacher.
Answering of all related practical question by the class.

15. Projectiles. The pendulum. Study of text. do. pp. 77-76.
Explanation of formulas by the teacher.

J. G. Howard
Principal.

Corn Contest Records.

From The New Education.

The records made by the boys and girls in the various state contests in the southern states for 1911 will soon be available, and no doubt some of the records made last year may be surpassed, but the unfavorable crop conditions in many states augur against this proposition.

The records for 1910 on the contests with an acre of corn are as follows:

Names of party.	Bushels.	State.	Cost per Bushel
Jerry H. Moore.....	228 $\frac{1}{2}$	S. C.	43 cents
Maurice Olgers.....	168	Va.	40 cents
W. E. Starnes.....	146 2-7	N. C.	27 cents
Wm. Williams.....	146 4-7	Miss.	18 cents
Stephen Henry.....	139 8-10	La.	13 6-10 cents
Norman Smith.....	125 $\frac{1}{2}$	Tenn.	37 cents
Hugh A. Harden.....	120	Ala.	32 cents
Ira Smith.....	119	Ark.	8 cents
Joseph Stone.....	102 5-8	Ga.	29 cents
Floyd Gayer.....	95 1-12	Okla.	8 cents
Wm. R. Smith.....	83 1-9	Texas	13 2-3 cents

In the above list of eleven boys, the highest honors at the National Corn Show in Columbus, Ohio, were awarded to Stephen G. Henry of Melrose, Louisiana, for the best and most profitable yield of corn, and he was declared the winner of the Brush automobile offered as first prize. In addition to this he won three premiums in "all round" corn work in his own state.

The national prize was awarded for the most profitable yield rather than for the largest yield. The cost of production in Stephen Henry's crop was 13.6 cents per bushel. However, it will be seen that Floyd Gayer of Oklahoma and Ira Smith of Arkansas both produced their corn at an average of 8 cents per bushel. There is a good profit in raising corn at such figures. Floyd Gayer's yield is nearly six times as much as was produced by the average farmer in Oklahoma last year. To the up-to-date methods of farming used by these boys may be given the credit for the results obtained.

An examination of methods used by the

prize winners reveals the fact that these boys broke the ground in the fall rather deep, that they stirred the ground early in the spring, selected good seed, planted carefully, and cultivated the crop six times or more, and conserved the soil moisture by keeping up a constant dust mulch through proper surface cultivation.

The advantages of fall plowing or breaking may be briefly summed up as follows:

1. It will tend to reduce the number of insect pests.
2. It tends to reduce the number of weed pests.

From a Graduate.

Crow Creek, S. D.
Dec. 9, 1911.,

Dear Mr. Allen:

Enclosed find \$1.00 for my subscription to THE JOURNAL. I have been away so that I could not send it in any sooner.

Mr. Allen did you hear about the death of Titus Whitecrow? He died the 29th of Oct. Edith was not here when he died. She was in the Dexter House in Soo Falls. Cop he was not very well then, but is as fat as I am now. We all love dear little Edith. She is now making her home at the minister's place, Rev. H. Burt. If it had not been for her little girl I don't know how she would have stood it. But for Wilmenia's sake she tries hard to brace up. We are having fine weather just now, no snow; it is as mild as a summer day. How is the dear old school? It is the one place I dearly love and shall try and I make a visit there in the near future. Many many times I would think of the good times I spent there. Cop makes me lonesome to think of them. Edith sends her regards to you. This is all for this time,

I am an ex-student,

Grace Whitespider.

"It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness or speaking a true word or making a friend."

*Employment, sir, and hardships prevent
melancholy.*

—Johnson

It is only the ignorant who dispise education.

—Publius Syrus

THE PRINCE OF PEACE.

"What means this glory round our feet,"
The Magi mused, "more bright than
morn?"

And voices chanted clear and sweet,
"Today the Prince of Peace is born!"

"What means that star," the shepherds
said,
"That brightens through the rocky glen?"
And angels, answering overhead,
Sing, "Peace on earth, good will to
men!"

'Tis nineteen hundred years and more
Since those sweet oracles were dumb;
We wait for Him like they of yore;
Alas, He seems so slow to come!

But round about our feet shall shine
A light like that the wise men saw,
If we our loving wills incline
To that sweet life which is the law.

So we shall learn to understand
The simple faith of shepherds then;
And kindly clasping hand in hand,
Sing, "Peace on earth, good will to
men!"

For they who to their childhood cling,
And keep their natures fresh as morn,
Once more shall hear the angels sing,
"Today the Prince of Peace is born."

—James Russell Lowell.

"Nothing is so dear and precious as time."

—Rabelais.

DOMESTIC DEPARTMENT.

BY SUPERVISOR ELSIE E. NEWTON.

On Dining Rooms in General and One in Particular.

Many times on my travels when a suggestion has been made for the improvement of dining-room methods and manners, I have been confronted with the statement, "It is impossible with Indian children." Into this fallacious attitude we all fall occasionally, forgetting that where there is a will there is always a way. The dining-room has its educational place as much as the school-room and it should receive its due share of attention.

A horde of unmannerly children filing into dinner, scraping their stools on the floor and sitting down to a carelessly cooked and ill-served meal, should have no place in the Indian Service. That it ever occurs, is due mainly to the fallaciously theory already referred to.

Cleanliness is the first rule of any eating place whether public or private. This means that the food has been prepared in clean utensils with clean hands, is untouched by flies and is served on sterile dishes and a tidy table. Too often the tablecloth already soiled, remains in service because of overwork in the laundry.

The simplest equipment may be dignified by scrupulous cleanliness, good order and good taste. A clean oilcloth or a bare table is preferable to a soiled tablecloth.

Illustration often serves an argument. To one who has seen the diningroom at Wheelock Academy in the Choctaw country, the possibility of good results being secured by other schools, is instantly apparent.

Wheelock is a girls' school, made up

almost entirely by fullbloods. Out of an attendance of nearly one hundred, fifty-three are under fourteen years of age.

In the rehabilitation of the school when it was changed from a contract to a strictly Government school, the new superintendent found that there were no dining tables. As the necessity for them was immediate, she had the carpenter construct the requisite number out of flooring. They were built substantially and with an eye to a good, though plain appearance. They were then stained dark and waxed. The dishes are of heavy white china, but excellent shape. Each table has a centerpiece, usually a jardiniere and there is scarcely a season when the girls do not contribute to it with some flower of foliage. The tables are waxed at intervals and polished, presenting a smooth, hard surface from which any debris is easily wiped.

The walls of the room are tinted a light terra cotta, and curtains made of cheap unbleached domestic and stenciled to match the color of the walls, adds to the cheer of the room. With its dark tables polished to the reflecting point, and the white china, the quiet order and absolute cleanliness, the room is one of the most attractive that I have ever seen.

Two girls are assigned to the care of each table for a certain period. This means that they are responsible for its order and for any breakage that may occur. They clear the table, carrying the dishes to the sink-room in tubs. There they themselves wash and wipe them, re-

turning them to the dining-room and re-setting the tables before the work is completed.

The record for breakage is remarkably small, only two pieces having been broken since the term opened.

This kind of dining table described, with bare, polished top has been introduced into one of the boy's schools with equal satisfaction. The saving of laundry work has been found to be a considerable item. Moreover the waxed table is more sanitary.

A word should be added in regard to the house work at Wheelock. The girl occupy rooms instead of a dormitory one girl from each room is made its house-keeper for a time. She is entirely responsible for its cleanliness and order for the period of her assignment. Other details are used in the halls and for other general work. In the morning, all the work including the dishwashing is done and well done, in thirty-five minutes.

One reason for this dispatch is that all the floors are kept oiled. No water is applied except when the floors are in need of re-oiling. In the instance crude oil is used, but Supervisor Brown of the Five Tribes' schools, has been experimenting with a refined oil which is lighter and more satisfactory. Where floors are oiled, there is little dust to rise, and scrubbing and mopping are consigned to the limbo of useless and obsolete labor.

How Carlisle Was Started.

Gazette-Times, Pittsburg, Penn.

Gen. R. H. Pratt, U. S. A., retired, who was founder and guiding influence of the Carlisle Indian School for a number of years, is in Los Angeles, Calif. The general and his wife are staying at the Angelus for a few days while on their way to visit their daughter, Mrs. Guy Leroy

Stevick, at Palo Alto. Following his service through the whole of the Civil war, Gen. Pratt was sent to quell the outbreak of the Cheyennes and the Arapahoes in 1874 and 1875.

It was during the three years that 74 of the principal Indian malefactors were held as hostages in St. Augustine, Fla., that General Pratt really became interested in them. He taught them to read and write, and when the government allowed them to return to their own people 22 Indians elected to remain with Pratt and continue their education. They were sent to Hampton, Va., and to schools in New York.

"It was not a long time before I realized that what the Indians as well as the negroes needed most to bring them to higher civilization was contact with the white race, and with that in view I searched for a suitable location for an Indian school," said the general, who is still hale and hearty. "I found Carlisle Barracks, and this being an abandoned post, I asked the government for it and through a special act of congress was given the place for school purposes. Beginning with an enrollment of 147, it has increased steadily, until the average attendance at this time is about 1,100. We succeeded in doing what had never before been accomplished, gradually breaking down tribal prejudices by mingling members of 86 tribes in daily work of the school. The Indians of today are making their marks in the world. They have shown their ability as statesmen, as doctors, ministers and in almost every line of endeavor, and have progressed as far as any race on the earth in the same limited space of time."

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431 S. DEARBORN ST., CHICAGO

FRUIT CULTURE IN THE WEST.

By WILLIAM A. FREDERICK, *Nurseryman.*

During the past year I have had an opportunity to pass through the central portion of Oklahoma and several neighboring states west of the Mississippi River, and closely observing the horticultural pursuits I became greatly interested in the many orchards I passed through.

I must frankly state that the failures were many and the successes very few. In most cases where crop failures appeared conditions of absolute neglect reigned supreme, and what would have been a source of no small revenue was turned into an expense: namely, taxation. Where failures were prevalent, conditions presented a sorry spectacle. These orchards served

of every tree in such orchards showed signs of cattle gnawing the bark and large sears caused by farm implements and wagon hubs coming in contact with them were plentiful. In remote portions of these orchards one could gaze on a flourishing garden of sun flowers, cockle-burrs, thistles and numerous other obnoxious weeds, all ready to perpetuate their individual species on the surrounding ground in the future season.

I may here state that such condition of affairs is not only a loss to the owner or tenant but greatly detrimental to the general progressive community inasmuch as they are ideal breeding places for insects, scale and deadly fungus diseases which



A CHILOCCO VINEYARD.

every purpose but the one originally intended, mainly pasture for horses, beef cattle, hogs and chickens, storage for farming implements decayed fence posts and numerous other things of bulky nature that served no purpose but to make the aspect more deplorable. The trees were in bad shape; many dead or broken with the storms and literally covered with fungus and shot hole borers, both ready to impregnate their living companions in a short time. In places where the trees had been pruned the wood ax played the part of the pruning saw, the result being unsightly snags that will never heal but quickly decay and kill the remaining portion of the tree. The trunks

are today creating great havoc in the fruit growing industry and causing the federal and state governments and the individual fruit growers many millions of dollars expense to exterminate.

A few weeks previous to this date I had the occasion to pass through an orchard (apple) of some fifty acres and during a short conversation with the owner I asked him if he had harvested a good crop from his orchard. He replied, "about a few hundred bushel" When asked if he sprayed he said "No, but we used to spray when the orchard was paying" Besides," he added, "we do not bother much about the orchard as the insects are bad and the trees are too old." Upon closer inspec-

tion I readily saw that this man had a gold mine on his hands and was ignorant of its true value. Every tree was a magnificent specimen of about eighteen years age, just in its prime. It was plain to be seen that the only attention the orchard ever had for a few years past was a passing glance. Today this grand orchard serves as a pasture for his stock and instead of utilizing a little thought and energy and reaping a golden harvest, this man seems content to follow a plow or cultivator in his corn field and thereby eke out an ordinary existence. Here is a sample of orcharding that is unpardonable. In the very prime of life and going to utter decay for lack of knowledge. Did this man spray his trees? No. He never finished the work thoroughly. Did he cultivate? No. Hence the insects. Did he

The man who means business is prepared for every emergency, at all times. He has every thing in its proper place, pays attention to every detail of work at the proper time; he allows no filth to accumulate, and he arranges his style of business systematically.

Cultivation and spraying are two of the most essential factors in successful orcharding.

Cultivation to conserve moisture is all important during the growing season. It should be done often and thoroughly. Clean cultivation keeps down all weeds and tree suckers and keeps the soil in the pink of condition. It puts the many elements that are so essential to plant life in constant contact with the fibrous roots, and these roots are the ones that are making the new growth and fruit. It also greatly helps to



APPLE ROOT GRAFTS IN NURSERY ROWS, CHILOCCO, OKLA.

prune his trees? Yes, with an ax; and summing up his labor we find—no crops.

I have seen, many times, poor farmers going to the nearest town with a few bushels of poor quality apples when in reality, it should have been a wagon load of the choicest fruit, and in all probability each of these individuals was compelled to exchange his product in trade for value less than its true worth at the grocer's or butcher's shop. Quality and quantity command the market, and that should be every fruit grower's object.

I trust to make plain to the reader, whether he be student, farmer or fruit grower, how he may overcome these conditions and become successful. Naturally they do not exist where one has business ability, mainly for this reason:

exterminate the larvae of the various injurious insects that prey on the tree and fruit, by exposure to the strong sun light, and reduces fungus diseases of the soil. Where the cultivator does not touch around the base of the tree, a garden hoe should be used to work up the soil, thereby killing growths of grass and weeds and eliminating any opportunity for the field mice to make nest in winter and girdle the trees.

Spraying thoroughly is the next key note to success. No matter how small your orchard or fruit garden may be, spraying at the proper time is absolutely necessary to insure against wormy fruit, scale, and fungus diseases. Spray formulas, the time of their using, also data as to methods of application can be had for the asking from the nearest agricultural station of each state.



SPRAYING TIME IN THE APPLE ORCHRD AT THE CHILOCCO SCHOOL.

Don't delay until calamity befalls your orchard but observe what you saw depleting your trees and fruit of last season and with the desired information from the above mentioned sources, get busy with your spraying apparatus on methods of extermination.

Just a few words about pruning. I cannot tell the reader just what limbs he should remove but always, bear in mind, remove the dead ones immediately. Where your trees are so thick as to keep out sunshine take out the weaker branches to insure greater strength to the remaining ones. It will amply repay any one who owns an acre or more of fruit trees and who does not thoroughly understand pruning to take a few lessons from his nearest nurseryman who I believe will gladly enlighten him on the subject. Do not destroy your trees by the use of the ax when the saw should be used, make a clean cut close to the point where the limb you are about to cut branches from the parent limb or trunk, and paint the wound with white lead to keep out moisture and insure quick healing.

Smudging for late frost or freezing is of great importance—equally important with spraying in localities in which they occur. One smudge pot for two trees is necessary. Oil is the cheapest fuel and most economical from all standpoints. Many crops have been saved in this manner and no real orchardist would think of being unprepared for smudging when large crops and many dollars are to be the reward of his labor.

The farmers of the state of Oklahoma have entered competition with the world in agricultural products and surpassed all competitors in the quality of certain produce exhibited, in spite of an extremely dry season. If these results seem astounding to the agriculturist what would be the result in years of bountiful rainfall? Is there opportunity for the successful horticulturist in this state? I dare say, yes, and plenty of it.

Horticulture is the most fascinating occupation of the day. The most broad-minded man will find ample opportunity to display his genius and occupy his mind assisting nature's noble work in producing a higher standard whether he seek health, wealth or fame.

"Serving the Republic."

It is not often that a book of biography is written which, besides having a strong personal appeal, includes so much of popular interest and of national importance as the memoirs of general Nelson A. Miles, just published by the Harpers, under the title "Serving the Republic."

To begin with, General Miles gives us a brief sketch of his early life. This part of the story has the charming atmosphere of oldtimes. While it bespeaks a thorough appreciation of the really good things of life and a wholesome point of view that give their tone to the whole narrative. It is satisfactory to learn that General Miles had a typically American upbringing, that he inherited sturdy New England ideals and that from early youth he cherished the longing to be a soldier. "Books of military history," he writes, "manual of army regulations, and treatises on strategy and military tactics became my favorite reading." It is always pleasant to encounter fresh examples of those characteristics which in so many cases give zest and instructiveness to American biography. The self-reliance, the independence of thought, and the power of self-instruction which are implied in General Miles's modestly told story are qualities of this kind. In 1861 he became first lieutenant in the Twenty-second Massachusetts Infantry. From that date onward his story is one of almost uninterrupted action. It is a story of hard service in behalf of the Republic, told with authority and full of human interest. Among the important battles of the civil War in which General Miles took part were Fair Oaks, Antietam, the Wilderness, Spottsylvania, Cold Harbor, Petersburg—all of which are vividly described. He was four times wounded—twice almost mortally. The part of the narrative that follows Lee's surrender is longer than the preceding part, and, being in some respects less familiar as history has an interest by no means inferior. The campaigns against the Sioux, Custer's massacre, the capture of Chief Joseph, the rescue of the Germaine girl, the last Indian war, excited by the Indian Messiah,

and other matters pertaining to General Miles's Western experience are set forth with full detail of circumstance and thorough explanation of causes. In addition there is an enlightening chapter upon "Indian Life and Problems." Then follows the authentic account of the war with Spain, the campaign in Cuba, and the capture of Porto Rico. Worthily supplementing such memoirs as those of Grant and Sherman and Lew Wallace, "Serving the Republic" carries on the personally told military history of our country down to the present time. General Miles has written an absorbing and instructive book, which, as a stimulus to patriotic interest, more than fulfils the author's expressed purpose.

Peonage in Beet Fields.

Associated Press.

Washington, Dec. 6.—Depicting conditions in the sugar beet fields in Colorado approaching peonage, James Bodkin of Mead, Colo., told the so-called "sugar trust" investigating committee of the house that sugar derelicts created from the slums were kept practically in a state of bondage. His statement caused a sensation.

Mr. Bodkin described a system of contract labor in the Colorado fields and detailed the hardships he charged were inflicted on working people recruited by the Great Western Sugar company. He said that a man, his wife and several children, ranging from 8 years upward, would put in from ten to sixteen hours a day at "back-breaking work," which an American would scorn to do.

The committee took great interest in his description of the "slum labor." Democrats, led by Representative Baker of California, sought to show by the witness that the tariff protection levied in the

name of American labor did not reach down to the Russians and Hindus who worked in the Colorado beet fields. The republicans, Representatives Fordney Hinds and Maltby, emphasized the point that Americans would not descend to the labor.

"How much dose a woman earn in the fields?" asked Mr. Hinds.

"I don't know," answered witness. "She is a better worker than the man—he is gernerally the boss—the women and the children do the work."

Indians Market Cattle.

From the Drovers Telegram.

There were sold today on quarantine division, 242 head of steers belonging to the tribe of Apache Indians who are prisoners of war on the reservation at Fort Sill, Ok. The steers brought the top price, \$5, and amounted to \$12,475 in round numbers which will be divided among the members of the tribe, 240. Oliver Bachait, a full-blood Apache, accompanied the shipment, while Maj. G. W. Goode, stationed at the fort, came along to look after the business end of the deal. These Indians were taken to the fort in 1894. At that time Geronimo, their noted chief, was with them and remained a prisoner till a little over a year ago when he died.

Considerable hog cholera is around the reservation. Keep premises clean as possible, give some sulphur iu the water and pulverized charcoal in the feed. Disinfect the pens with strong carbolic wash and spray or brush the hogs with a cleansing disinfectant wash of creoline or some other disinfectant.

Salt the stock. Water them every day or you will lose them.

The Carrier Pigeon prints the address of J. M. Oskisson, Indian and associate

editor of one of Americas greatest illustrated weekly papers, who spoke at the Conference of the American Indian Society. From this fine article we print the last part because it is the word of a very experienced Indian to other Indians and particularly for the Returned Student. Here is what says in ending his talk:

"The professions are open to us. We have the strength and the steadiness of will to make good in them. Prejudice against the Indian simply does not exist among the people who can make or mar a career. The Indian who fits himself for the company of those at the top will go up.

He will go as swiftly and as surely as his white brother. There is no easy, short road up—either for the Indian or for the white man.

Only Indian Paper Ever Printed Sold.

From Wichita Eagle.

J. S. Holden, editor of the New Era at Fort Gibson today paid \$151 for the old type and equipment of the Cherokee Advocate at a sale of several properties of the Cherokee nation held at Tahlequah by the government. The building and grounds were sold to Levi Crookson for \$1,060 and the Male Seminary and grounds were sold to Ruff Ross for \$2,295.

The Cherokee Advocate, the only newspaper the world has ever known published in the Indian tongue, is no more; even the old stone building where the famous publication was published for years at Tahlequah, was sold with the old, worn out machinery and equipment. During the years of its existence the Advocate had some of the brightest Indian writers the country has ever known, among its regular contributors, and the publication has probably done more for the upbuilding of the Cherokees than any other single institution.

Was Started in Georgia.

It was in Georgia that the Cherokee Phoenix was born years ago, and during the Andrew Jackson administration it "died" when the Cherokees moved west to old Indian territory. Twenty years after the migration—about 1852—the paper was revived in the new land, and was again temporarily abandoned at the outbreak of the Civil war.

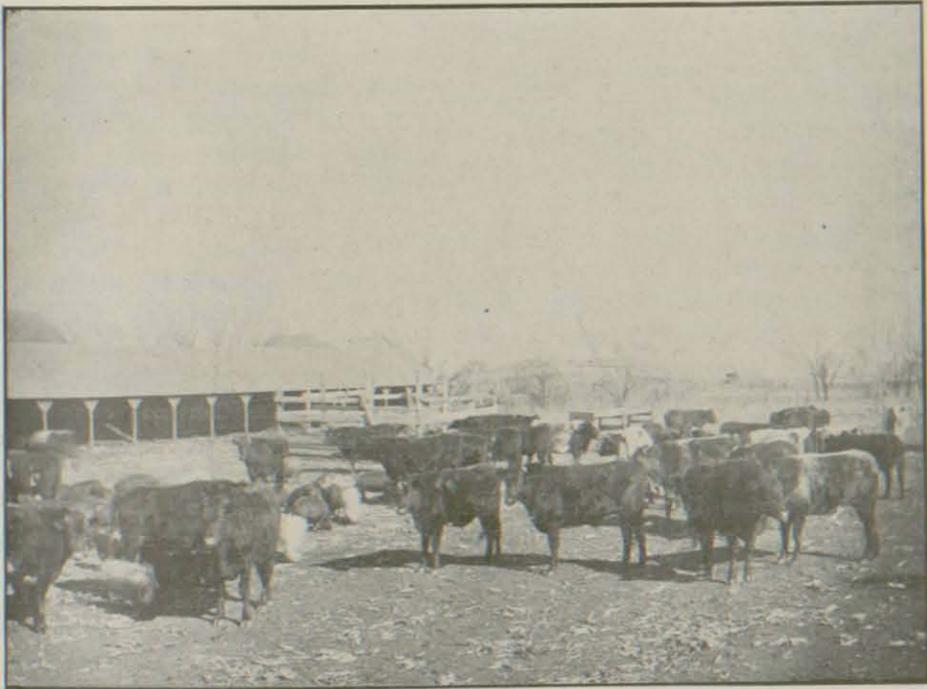
Under the name of the Cherokee Advocate the paper was revived and had the substantial backing of the Cherokee Nation who paid for its support out of the tribal funds. One half of the Advocate was printed in the Cherokee tongue and the other half in English. Any persons who could read the Cherokee language received the Advocate free.

After 1906, when the tribal council lost all of its jurisdiction and the Advocate found itself without support, it struggled bravely on for a short time and then died its "last death." A part of the equipment was removed to Muskogee a year ago and stored, it is not exactly known just where. The Advocate is believed to have had the only font of Indian type in existence.

Three generations of the Boudinot family were editors, the first editor being Elias Boudinot.

News Letter Kodiak, Alaska.

Mr Levi Chubbuck, an Agricultural Expert in the Bureau of Plant Industry, has been making a reconnaissance of the agricultural lands of Alaska. He is accompanied by his wife, and spent some days at the home of M. D. Snodgrass. They attended our morning service on the 24, as did also Mr. Snodgrass and Mrs. Fletcher of Kodiak. We enjoyed having them at dinner with us on that day.



THE 1911 FEEDING PENS.



U. S. INDIAN SCHOOL, FT. YUMA, CALIFORNIA.

The News at Chilocco

Our most popular form of amusement is basket ball.

Mr. and Mrs. Rader and little son are spending their vacation with friends in Missouri.

Miss Smith, teacher of the Fourth Grade, is helping to coach the girls' basket ball team.

Mrs. Furry, of the Ponca School was a Chilocco visitor during the Thanksgiving recess there.

Mrs. L. E. Carruthers is spending her vacation at her cottage on the campus.

The sewing department recently made new military capes for the little girls of Home Three

General Supervisor Peairs honored Chilocco with a visit the first week in December.

The Band and the Glee Club will give an entertainment some time in the near future.

Mr. Wilbur Johnson of Ponca was the guest of Superintendent and Mrs. Allen recently.

Mr. William Moses, assistant engineer, is again on duty at the power house after a few week's vacation.

The first of the "open meetings" to be given by the different societies will be held by the Hiawatha Society on the evening of Dec. 29, 1911.

Chilocco lake was frozen over on Thanksgiving and the boys and girls enjoyed themselves on the ice.

The thirty-six boys who are studying mechanical drawing under Mr. Iliff's instruction are making commendable progress.

Chilocco has four societies,—the "Sequoyah," and the "Soangetaha" for the boys and the "Hiawatha" and the "Minnehaha" for girls.

Superintendent Ralph P. Stanion of the Otoe School spent an hour at Chilocco on the afternoon of Dec. 16.

Mr. John Washburn, carpenter, is spending his vacation with his family at Stillwater, where his children are attending school.

The little girls of Home Three all miss Major Rastall for he used to take them out walking so often.

The societies are doing excellent work this term, and, as much friendly rivalry is manifested, the open meetings are eagerly looked forward to by all members.

After a vacation of several weeks at her home in Flemingsburg, Kentucky, Miss Ella Lander is again at her desk in the Superintendent's office.

Mr. and Mrs. Norton, Miss Ogle, and Miss Big Goose from Ponca were among the recent visitors at Chilocco. Miss Big Goose was formerly a Chilocco pupil.

The Y. W. C. A. girls have been learning the words and music of the hymn, "Loyalty to Christ" and they enjoy singing it ever if they can not sing it nearly so well as Mr. Wright does.

Mr. Donner, principal in charge of the Fort Hall Indian School at Ross Fork, Idaho, spent Saturday, Dec. 12, inspecting the different departments at Chilocco.

As we go to press the finishing touches are being put upon the Christmas operetta. Miss Wallace, music teacher, assisted by several of the grade teachers, has been untiring in her efforts and the success of the Operetta is assured.

Mr. Frank Robitaille, expert farmer at Keshe-na Agency, Wisconsin, was the guest of Dr. White and Mr. Howard not long ago. Mr. Robitaille lives at Wyandotte, Okla., and is now on his vacation.

Mr. Rader and his detail of boys who are learning the mason's trade invited their friends to a party which was held in the Gymnasium several weeks ago. Games were played and delicious refreshments were served.

Miss Ernestine Leisure, who was temporarily employed here for several weeks last term, and who is now teaching in Arkansas City, was the recent guest of Mrs. White.

Our new magic lantern was used that evening for the first time and the entertainment was one that will be remembered with pleasure by all who were present.

A car load of crude oil has been hauled from the Santa Fe station and deposited in the cement tank which was recently constructed west of the power house. The oil is to be kept for use in case the supply of gas fails.

Miss Hope Palmer, a teacher in the public schools of Arkansas City, was the guest of Miss Alma McRae on Dec. 10. Miss Palmer and Miss McRae attended the Kansas State Agricultural College at the same time.

Mr. J. Grant Bell, assistant farmer, returned on the evening of Dec. 2, from a month's vacation spent at Gettysburg, Pa. Mr. Bell is now in charge of the farm while Mr. Van Zant is enjoying a well-earned rest.

The office building at Ponca Agency was burned the latter part of November. Everything in the building was lost except what was in the vault. The origin of the fire is thought to have been irregular pressure of gas.

Miss McRae and her Domestic Science girls have been experimenting with cooking in paper bags and find that food cooked in this manner has a superior flavor. The saving of the time it usually takes to wash pots and pans is also an item worthy of consideration.

Believing that keeping busy and being happy go hand-in-hand, it has been thought best to have regular school and work during the Christmas season, with the exception of Christmas and New Year's days which will be observed as holidays by all pupils and employees.

Superintendent Allen and Chief Clerk Schaal made a business trip to Cedarvale, Kansas, on Thanksgiving morning. They found the roads bad, but never-the-less they were able to get back to Chilocco in time for the Thanksgiving Turkey.

Rev. Sherman Coolidge, of Enid, Okla., and Miss Harriet Bedell, of St. Luke's Mission, at Fay, Okla., visited the Episcopal boys and girls at Chilocco several weeks ago. Miss Bedell brought two former Mission pupils, Charles Starr and Charles Short Neck to enroll as pupils in our school.

Miss Nancy Seneca, who was nurse at Chilocco several years ago, visited her brother, Mr. Isaac Seneca and family recently. Miss Seneca has been in South Dakota but has been transferred to Pawnee, Okla. She is glad to return to Oklahoma as she does not like the cold northern winters.

There has recently been received from the Ohio Post Mold Company a battery of thirty molds. This winter the class in masonry will devote a portion of its time to turning out a post that will out live even the bois d'arc and be very little if any more expensive. We expect to have some to sell to our neighbors.

After the pupils had eaten their dinner, the employees went to the Club dining room where an excellent dinner was served. The dining room was attractively decorated with trailing evergreen and large chrysanthemums and the crowd that sat down to the laden tables was a merry one.

This issue of the Journal comes to you sure enough "the work of Indian young men. Not a line has been set by any one else and there has not been a white printer in the office since the day the November number went to press. This is not an apology but a news item, Joseph Roubideaux has had charge of one section and Harry Perico of the other. They, and everyone else in the class, have been most faithful. During the month they have also been called upon to do an unusually large amount of job work.

The second monthly entertainment given by the academic department was held in the Auditorium Nov. 25. As it was so near Thanksgiving the spirit and thought of that day was the leading one in the different exercises. The dialogue by two small pupils in Third Grade deserves special mention. The program follows,—

- Selection Band
 Reading, "The President's Proclamation."
 —Carlos Talamontes.
 Recitation, "Who Made Thanksgiving."
 —Eck Canalis.
 Dialogue, "Being Thankful." Third Grade.
 Song, "Anchored" (Veazie) Mixed Chorus.
 Recitation, "Cousin John." Manual Dominguez.
 Dialogue, "Dat Thanksgiving Dinnah."
 Fifth B Grade.
 Recitation, "Thinking Caps." Third Grade.
 (Special)
 Paper, "The First Thanksgiving." Clarence
 Barricklow.
 Exercise, "The Inquiring Pumpkins." Fourth
 A Grade.
 Song, "Better Be Good." First Grade.
 Selection Band.

Mr. Montgomery, Student Secretary of the Y. M. C. A. for Oklahoma, spent Saturday and Sunday, Dec. 9 and 10, at Chilocco. On Saturday evening he addressed the pupils and employees in the Auditorium on the subject of "Bible Study." He also told of the Y. M. C. A. convention which is to be held at Rustin, La., during Christmas week.

The Y. W. C. A. National Secretary for Indians, Miss Edith M. Dabb, has been spending some time at Chilocco. At the Y. W. C. A. meeting last Sabbath evening Miss Dabb compared the religious belief of the Indians with that of the idol worshippers of India, and pointed out how much has been done to help the Indians who are in school and how the school boys and girls should be able and willing to do much good, not only among their own people, but for the benefit of all with whom they come in contact.

On Thursday, Dec. 14, Matrons McCormick, Phillips, and Dougherty, accompanied by Disciplinarian, A. M. Venne, and Miss Kate Miller, cook, spent the day in Arkansas City. It was rumored that they had been asked to meet "Santa Claus" there, and from the number of packages they brought back with them they not only met him but also agreed to assist him in the distribution of presents.

Thanksgiving at Chilocco was much enjoyed by both pupils and employees. In the morning only the necessary work was done and then pupils amused themselves in various ways until the dinner bugle sounded when all hastened to the large dining-hall where a sumptuous dinner was in readiness. Following a long-established custom, the employees were present at the pupils' dinner, the men carving the nicely browned turkey and the ladies waiting on the tables. As one of the girls said afterward, "There were so many good things we scarcely knew which to eat first."

The menu was,—

Baked Turkey with Dressing.	
Giblet Gravy,	Cranberry Sauce,
Stewed Tomatoes,	Mashed Potatoes,
Cabbage Salad,	Bread and Buns,
Pickles,	Butter,
Jelly,	Cookies,
Coffee with Cream,	Canned Peaches,
Apple Pie,	Ice Cream,

What We Expect To Eat Christmas.

Baked Chicken with Dressing.	
Cranberry Sauce,	Giblet Gravy,
Stewed Tomatoes,	Mashed Potatoes,
Creamed Macaroni,	Cucumber Pickles,
Bread and Buns,	Butter and Jelly,
Canned Apricots	Mince Pie,
Cocoanut Layer Cake,	
Coffee,	Milk, Tea,
Ice Cream,	
Oranges.	

The first number of our lecture course was given in the Auditorium on Sunday evening, Nov. 26, by Rev. R. Foster Stone. The subject was the "Passion Play." Mr. Stone saw the play at Oberammergau in July 1910, and his descriptions and explanations were not only interestingly given but they were made so simple that even the smallest pupils could understand much that was said. The lecture was illustrated by many stereopticon views which made it all the more interesting.

The evening of Thanksgiving day Rev. Stone was with us again. This time his subject was the "Panama canal." The lecture was especially helpful to the older pupils. The speaker dwelt upon the noble work that has been done by the Young Men's Christian Association to improve the sanitary and the moral conditions in the Canal zone. Illustrations showing how useful the canal will be when completed and pictures showing the progress of the work were other features of the entertainment.

The basket ball season was opened here on December, 11, by our boys defeating and totally outplaying the Southwestern College team from Winfield, Kansas, in what the "Southwestern Collegian" referred to as a "practice game." At the end of the game the score stood 19 to 17 in favor of Chilocco, and, although this score would indicate that the game was closely contested, such was not the case, as the superior team work of Chilocco had the college boys on the defensive from beginning to end, except, perhaps, during the last three minutes of play after some changes in the Chilocco line-up had been made, when Southwestern took a spurt and scored several goals. The principal feature of the game was the clean playing of the Chilocco boys. Only three personal fouls were called against them through the whole game, while ten were marked against the college boys.

Chilocco's line-up was:—

M. Dominguez, and Roubideaux,	Forwards.
Davenport,	Center.
Talamontes and Knight,	Guards.
Edward Dominguez substituted for Roubideaux and Whitehorn for Talamontes in the last four minutes of play.	
Lindley and Faubion	Forwards.
C. Schmidt,	Center.
W. Schmidt and Zeigler,	Guards.
Referee, Baker, of Southwestern. Time of halves, 20 minutes.	

The girls' basket ball team of Oklahoma Baptist College, Blackwell, Okla., defeated the Chilocco girls at Chilocco, Dec. 19, 1911. The score was 21 to 9.

It was the fourth game for the college this season and the first for our girls who were troubled some by stage fright. They played conscientiously however and will give a better account of themselves when they have had more experience. The collegians are a fine lot of girls and played an excellent game.

Mr. Carruthers and his force of engineers have been driven hard the last two weeks on account of the shortage of gas caused by the destruction of the pumping plant at Caney. However they have managed to keep us in light, heat and power wherever and whenever required. With four new oil burners and more oil arriving we are in good shape and do not need stand in great fear of the Winter King. Gas is a fine fuel when it is flowing but when a school that depends upon it for light, power, heat, water and cooked food sees the pressure gauge fall toward zero there is present a feeling of helplessness. It cannot be used as the sole dependence for fuel, we find,

Official Service Changes

REPORT OF CHANGES IN EMPLOYEES, INDIAN FIELD SERVICE, FOR THE MONTH OF SEPTEMBER, 1911.

CHANGE OF NAME BY MARRIAGE.

- Hildrad R. Shepherd, cook, 500, Canton Asylum, S. D. formerly Hildred R. Eagle Bull.
 Jessie F. Wellstead, teacher, 600, Round Valley, Calif., formerly Jessie F. Brinkman.
 Nellie Milam, teacher, 660, Osage, Oklahoma, formerly Nellie Plake.
 Francis F. Roberts, teacher, 660, Rapid City, S. D. formerly Francis R. Thackry.
 Laura E. Isaac, asst. matron, 500, Yakima, Wash. formerly Laura E. Troser.

CHANGE OF NAME BY DIVORCE.

- Nellie P. Carle, field matron 660, Southern Ute, Colo., formerly Nellie P. Martin.

APPOINTMENTS—Probationary.

- Roy H. Bradley, supt. of constr., 1500, Bismarck, N. D.
 John H. Hulett, teacher, 60 m, Blackfeet, Mont.
 Julia M. Escher, teacher, 720, Blackfeet, Mont.
 Marvin B. Clark, teacher, 720, Camp McDowell, Ariz.
 H. C. Weston, teacher, 72 m, Fort Apache, Ariz.
 Robert L. Whiteside, phy. Dr. asst. disc., 800, Haskell Institute, Kans.
 Rufus B. Brown, teacher, 72 m, Jicarilla, New Mex.
 Leslie J. Risley, teacher 720, Klamath, Ore.
 Hugh R. O'Rourke, asst. clerk, 900 Leech Lake, Minn.
 Laban C. Sherry, teacher 72 m, Moqui, Ariz.
 David H. Kisenhower, tinner, 780, Phoenix, Ariz.
 John F. Stallard, black smith, 780, Phoenix, Ariz.
 Harry Powell, teacher, 720, Pine Ridge, S. D.
 Jesse F. Brinkman, teacher 600, Round Valley, Calif.
 Patti Campbell, kindergarten 600, Sac and Fox, Okla.
 Hugh Sousea, Indian, carpenter, 720, San Juan, N. M.
 Isaac Kephart, farmer, 720, Tongue River, Mont.
 William E. Folts, asst. clerk, 720, Union Agency, Okla.
 Cora Abbott, teacher, 540, Western Shoshone, Nev.
 Jessie J. Sanders, seamstress, 500, Western Shoshone, Nevada.
 Etta Smith, teacher 540, Chilocco, Oklahoma.

APPOINTMENTS—Noncompetitive.

- Archie V. Crotzer, farmer 900, Cheyenne and Arapaho, Okla. Indian.
 Marcia K. Sherry, asst. matron 500, Fort Peck, Mont.
 Lloyd LaMotte, asst. clerk 720, Ponca, Okla. Ind.
 Marie Beauvais, seamstress 480, Cantonment, Okla. Indian.

APPOINTMENTS—Excepted.

- Mattie Frasier, housekeeper 30 m, Camp McDowell, Arizona.
 Ayeche Sarracina, nurse 600, Albuquerque, N. M. Ind.
 Celia Hullett, housekeeper 30 m, Blackfeet, Montana.
 Hessie Clark, housekeeper 30 m, Camp McDowell, Ariz.
 Ethel Howell, housekeeper 30 m, Campo, California.
 Elmer Hess, physician 480, Carlisle, Pa.
 John A Hyde, teacher, 30 m, Cherokee, N. C.
 Rosa Howell, teacher 30 m, Cherokee, N. C.
 Willie Shields, engineer 720, Cheyenne and Arapaho, Okla. Indian.
 Emma Sheppard, asst. laundress 300, Cheyenne and Arapaho, Okla. Indian.
 Mary J. Wilson, housekeeper 300, Colville, Wash. Indian.

- Harry Van Brunt, forest guard 80 m, Colville, Wash.
 J. R. Jerrod, forest guard 80 m, Colville, Wash. Indian.
 Laura Waterman, cook 540, Cushman, Wash. Indian.
 Frank Lafavor, forest guard 75 m, Flathead, Mont. Indian.
 Carrie B. Weston, housekeeper 30 m, Fort Apache, Ariz.
 Calvin Enemy, herder 400, Fort Belknap, Mont. Indian.
 Susie Hauson, laundress 300, Fort Bidwell, Cal. Indian.
 Hazel Fisher, laundress 600, Fort Mojave, Ariz. Indian.
 Gerald Mosher, baker 300, Fort Mojave, Ariz. Indian.

APPOINTMENTS—Excepted—All Indians, except those marked *, who are whites.

- Getta Thompson, housekeeper, 30 m, Fort Peck, Mont.
 Elvira Escalanti, cook, 600, Fort Yuma, Calif.
 Angeline Crauford, housekeeper, 30 m, Grand Portage, Minn.
 Marie Mukkozo, housekeeper, 30 m, Grand Portage, Minn.
 Nancy Morrison, housekeeper, 30 m, Grand Portage, Minn.
 Charlotte Longbody, housekeeper, 30 m, Grand Portage, Minn.
 Roger DeLorne, baker, 600, Haskell Institute, Kans.
 Jaunita Charley, laund, 540, Hoopa Valley, Calif.
 Patience Brown, housekeeper, 30 m, Jicarilla, N. M.
 Frank DeQuaine, asst., 300, Keshena, Wisconsin.
 Hiram H. Clark, disciplinarian, 540, Kiowa, Okla.
 Mary Wilkin, female, ind'l teacher, 300, Kiowa, Okla.
 Mary D. Given, field matron, 300, Kiowa, Okla.
 Hazel T. Risley, housekeeper, 300, Klamath, Oregon.
 James M. Holman, forest guard, 80 m, Klamath, Oreg.
 Emma Kirk, cook, 500, Klamath, Oregon.
 Jennie E. Hotchkin, housekeeper, 300, Klamath, Oreg.
 Rose M. Standley, housekeeper, 30 m, Leech Lake, Minn.
 Josephine L. Bonga, cook, 500, Leech Lake, Minn.
 Carrie Langdeau, cook, 480, Lower Brule, S. D.
 Lois W. Sullivan, housekeeper, 30 m, Malki, Calif.
 Willie Wood, shoe and harness maker, 540, Moqui, Arizona, resigned.
 Amy Sherry, housekeeper, 30 m, Moqui, Arizona.
 Daisy Mansfield, seamstress, 30 m, Moqui, Arizona.
 Joseph F. Metoxen, asst. engineer, 480, Mt. Pleasant, Michigan.
 Santiago Duran, baker, 500, Navajo, N. M.
 Jumbo Nantana, assistant, 240, Navajo, N. M.
 Charley Williams, forest guard, 50 m, Navajo, N. M.
 Harold Clark, forest guard, 50 m, Navajo, N. M.
 Sallie Echow, asst. laundress, 300, Navajo, N. M.
 Azza Zalthia, asst. matron, 300, Navajo, N. M.
 Mattie Doves, cook, 500, Navajo, N. M.
 Christina Kummer, house keeper, 30 m, Nevada, Nev.,*
 John Pablo, harness maker, 300, Phoenix, Ariz.
 Juan Enas, harness maker, 300, Phoenix, Arizona.
 Anna Powell, housekeeper, 300, Pine Ridge, S. D.*
 Nell C. Waters, housekeeper, 30 m, Pueblo, Day Schools, Albuquerque.*
 Guadalupe M. Chaves, housekeeper, 30 m, Pueblo Day Schools, Albuquerque.*
 Martha Day, housekeeper, 30 m, Pueblo Day Schools, Albuquerque.*
 Patrick Des Georges, financial clerk, 900, Pueblo Day Schools, Santa Fe.
 M. B. Hawkins, stockman, 900, Pueblo Benito, N. M.
 Alexander Boyer, asst. engineer, 600, Rosebud, S. D.
 Bessie O. Hansen, housekeeper, 300, Rosebud, S. D.*
 Emma Jackson, housekeeper, 300, Rosebud, S. D.*
 Lee Hickman, line rider, 780, San Carlos, Arizona.*
 Hattie Harney, housekeeper, 25 m, San Carlos, Ariz.
 Henry M. Jones, fin. clerk, 720, Santee, Nebraska.
 Frank Lariver, blacksmith, 480, Seger, Oklahoma.

Minnie Manion, housekeeper, 300, Shoshone, Wyoming.*
 Mary Crawford, laundress, 480, Sisseton, S. D.
 Mary A. Rockwood, laundress, 360, Industrial Training School Springfield, S. D.
 Emeran D. White, engineer, 720, Standing Rock, N. D.
 Mrs. Big Moccasin, house keeper, 30 m. Standing Rock, N. D.
 Amy Graybear, house keeper, 30 m. Standing Rock, N. D.
 Harriet Yellowearings, housekeeper, 30 m. Standing Rock, N. D.
 Annie Killscrow, house keeper, 30 m. Standing Rock, N. D.
 Simeon Adams, disciplinarian, 800, Tomah, Wis.
 Charles Rice, line rider 720, Tongue River, Mont.*
 Lorraine C. Sherman, forest guard, 1600, Tongue River, Mont.
 Patrick J. Standon, forest guard 900, Tongue River, Mont.
 Frank Rickardson, forest guard, 900, Tongue River, Mont.
 Florian Ford, line rider, 720, Tongue River, Mont.*
 John Standsintimber, line rider, 720, Tongue River, Mont.
 Harry W. Mintz, forest guard, 1000, Tongue River Mont.*
 Robert Milton, line rider, 720, Tongue River, Mont.*
 William Balmer, laundry, 500, Tongue River, Mont.
 Alvina Hamilton, house keeper, 30 m. Tongue River.
 William Benning, line rider, 720, Tongue River, Mont.
 J. E. Woods, line rider 720, Tongue River, Mont.*
 Ernest Mexicancheyenne, engineer, 720, Tongue River, Mont.
 Ed Rush, disciplinarian, 600, Wahpeton, N. D.
 Ivan H. Williams, forest guard, 75 m. Warm Springs, Oregon,
 John Blackfeet, blacksmith, 720, Western Shoshone, Nev.
 Mary S. Roney, cook, 500, Western Shoshone, Nev.*
 M. C. Kelsey, fin. clerk, 1200, White Earth Minn.
 Nancy Beaupre, cook, 540, White Earth Minn.
 Lizzie D. Trottechaud, cook, 480, White Earth, Minn.
 Seraphine Kennedy, cook, 540, White Earth, Minn.
 G. M. Gardener, physician, 600, Fallon, Nev.
 Gladys Barnd, asst. nurse, 300, Phoenix, Ariz.

REINSTATMENTS.

Katherine Earlougher, Teacher 720, Albuquerque, N.M.
 Morgan Jones, assistant clerk, 720, Ft. Berthold, N. D.
 Augusta Muhmel, assistant laundress, 500, Ft. Lapwai, Idaho.
 Celia J. King, Indian, assistant matron, 500, Ft. Totten, N. D.
 Ella H. Gilmore, matron, 660, Ft. Totten, N.D.
 Milton R. Likens, engineer, 900, Jicarilla, N. M.
 Susie C. Lambert, cook, 480, Lower Brule, S. D.
 H. L. Coffman, physician, 300, Malki, Calif.
 Jennie Hood, teacher, 720, Malki, Calif.
 Michael M. LeMieux, Indian, teacher, 720, Pala, Calif.
 Mamie Setter, Indian, matron, 500, Pierre, S. D.
 Luella Kennedy, Indian, cook, 500, Pine Ridge, S. D.
 Edith B. Kimo, teacher, 600, Rice Station, Ariz.
 Lizzie V. Davis, matron, 720, Rice Station, Ariz.
 Evelyn R. Twoguns Indian, assistant matron, 500, Sac and Fox, Okla.
 Nellie Stevens, teacher, 600, Sherman Institute, Cal.
 Elizabeth M. Molineaux, teacher, 660, Southern Ute, Colo.
 Lydia E. Dextator, Indian assistant matron, 500, Wittenberg, Wis.
 Mollie L. Lemieux, housekeeper 30 m, Pala, Cal.
 Emil C. Shawk, teacher, 600, Soboba, Cal.

William L. Shawk, physician, 1,000, Soboba, Cal.

APPOINTMENTS—By Transfer.

Raymond I. Davis, teacher, 600, Genoa, Nebr., teacher, 600, Bismarck, N. D.
 Daniel B. Linderman, teacher, 72 m. Pima, Ariz., teacher, 72 m. Camp McDowell, Ariz.
 Amelia S. Linderman, housekeeper, 30 m. Pima, Ariz., housekeeper, 30 m. Camp McDowell, Ariz.
 Mary Noyes, teacher, 720, Sherman Institute, Cal. teacher, 720, Camp Verde, Ariz.
 Rosamond E. Jones, teacher 660, Vermillion Lake, Minn teacher 660, Cherokee, North Car.
 Mabel Curtis, teacher 600, Carlisle, Penn teacher 60 m. Cherokee, North Car.
 Louise Wallace, teacher 720 Rice Station, Arizona teacher 720, Chilocco, Oklahoma.
 Nellie Cox, Indian teacher 540 Shawnee, Oklahoma, teacher 600, Chilocco Oklahoma.
 Madge C. Shipley, seamstress 500, Tongue River, Mont. hospital matron 600, Crow Agency, Mont.
 Alice K. Carr, Indian teacher 600, Lower Brule, S. D. house keeper 560, Flandreau, S. D.
 Frank L. Hoyt, teacher 800 Rapid City, S. D. teacher 800 Fort Belknap, Mont.
 Florence F. Monroe, matron 540 Yankton, S. D. Matron 660, Fort Hall, Idaho.
 Clara Snoddy, teacher 660, Yankton, S. D. teacher, 720 Fort Hall, Idaho.
 W. Edgar Van Cleave, physician, 1,100, Pine Ridge, S. D., physician, 1,400, Fort Mojave, Ariz.
 William B. Hoag, additional farmer, 900, Pueblo Agency, N. M. expert farmer, 1,000, Fort Yuma, Calif.
 Myrta A. Randolph, teacher, 600, Fort Totten, N. D., teacher, 600, Genoa, Nebr.
 Mary E. Collins, kindergartner, 600, Crow Creek, S. D. kindergartner, 600, Greenville, Calif.
 Charlotte C. Lloyd, teacher, 660, Leech Lake, Minn. teacher, 600, Haskell Institute.
 Lewis C. Day, physician, 1,200, San Juan, N. M., physician, 1,200, Haskell Institute.
 Mrs. Maud E. Walter, seamstress, 430, Wahpeton, N. D. seamstress, 540, Hayward, Wis.
 James W. Carroll, Philippine Service, teacher, 720, Hoopa Valley, Calif.
 Margaret A. Peter, teacher, 72 m. Carson, Nev. teacher, 72 m. Independence, Calif.
 Elsie V. Peter, housekeeper, 30 m. Carson, Nev., housekeeper, 30 m. Independence, Calif.
 George Simeral, teacher 720, Pine Ridge, S. D. teacher 72 m. Independence, Cal.
 George W. Zang, teacher 720, White Earth, Minn., teacher 720, Klamath, Oregon.
 Mary A. Zang, housekeeper 300, White Earth, Minn., housekeeper 300, Klamath, Oregon.
 Pauline Miller, matron 600, Western Shoshone, Nev., matron 600, Klamath, Oregon.
 Mae L. Osgood, housekeeper 30 m. Standing Rock, N. D. housekeeper 30 m. Leech Lake, Minn.
 Lee E. Osgood, teacher 60 m. Standing Rock, N. D. teacher 60 m, Leech Lake, Minn.
 Kenneth L. Weber, physician 1200, San Juan, N. M. physician 1000, Leech Lake, Minn.
 Lillian A. Evans, teacher 660, Navajo, N. M. teacher 660, Leupp, Arizona.
 Jennie R. Walbridge, matron 720, Standing Rock, N. D. matron 600, Leupp, Ariz.
 Minnie C. Blezi, teacher 720, Haskell, Kansas teacher, 720, Navajo Agency, N. Mex.
 Lillian A. Evans, teacher, 720, Hoopa Valley, Cal., teacher, 660, Navajo Agency, N. Mex.

APPOINTMENTS—By Transfer

George A. Landge, physician 1400, Fort Mojave, Ariz., asst. physician 1400, Phoenix, Arizona.
 Edwin F. Flake, farmer (To) 720, Pierre, S. D. from Indl. teacher, 660, Oneida, Wisconsin.
 John S. Lindley physician 1200, Cheyenne and Arapaho, Okla., physician 1100, Pine Ridge, S. D.
 Carrie E. Wicks, matron 600, Wittenberg, Wisconsin, matron 600, Pipestone, Minn.
 Lulu M. Mann, teacher 660, Cherokee, N. C. teacher 660, Pipestone, Minn.
 Neva N. Farrand, teacher 60 m. Kickapoo, Kansas teacher 600, Pipestone, Minn.
 Gertrude Nicholson, clerk 600, Salem, Ore., asst. clerk 540, Ponca, Oklahoma.
 Charles A. Dean, teacher 720, Sac and Fox, Iowa teacher 600, Potawatomi, Kansas.
 Maria J. Dean, housekeeper 300, Sac and Fox, Iowa housekeeper 300, Potawatomi, Kansas.
 James C. Waters, teacher 720, Albuquerque, N. M. to teacher 720, Pueblo Day Schools.
 Ethel M. Cunningham nurse 630, Fort Peck, Mont hosp. nurse 720, Pueblo Day Schools.
 Charles D. Horner, teacher 800, Pecan Colored School to teacher 72 m, Pueblo Day School.
 Gertrude M. Golden, teacher 800, Fort Belknap, Mont., to teacher 800, Rapid City, S. D.
 Eli Beardsley, engineer 840, Standing Rock, N. D. engineer 900, Rosebud, S. D.
 James L. Howrey, teacher 600, Potawatomi, Kans to teacher 720, Sac and Fox, Iowa.
 Jessie L. Howrey, housekeeper 300, Potawatomi, Kans., housekeeper 300, Sac and Fox, Iowa.
 Ellen Renner, teacher 600, Yakima, Washington teacher 600, Salem, Oregon.
 Margaret A. Bingham, teacher 90 m. Roosevelt Day School teacher 72 m. San Carlos, Arizona.
 Clay Montgomery teacher 600, Pipestones, Minnesota to teacher 600, Sherman, California.
 Inez H. Beavers, teacher 540, Zuni, N. M. teacher 600, Sherman, California.
 Eva Greenwood, nurse 600, Lac du Flambeau, Wis., nurse 600, Shoshone, Wyoming.
 Robert E. Manion, add'l farmer 900, Umatilla, Oregon to teacher 720, Shoshone, Wyoming.
 Ida V. Dragoun, Field Matron 720, Sisseton, S. D. field matron 720, Tongue River, Mont.
 Lydia A. Spicer, teacher 600, Fort Belknap, Mont. to teacher, 720, Tule River, California.
 Alan L. Owens, Principal 1200, Cheyenne River, S. D. to clerk 900, Turtle Mtn., N. D.
 Jennie L. Burton asst. Clk 720, Chilocco, Oklahoma teacher 600, Uintah Agency, Utah.
 Alvin A. Bear supt. 1200, Fond du Lac Wisconsin, add'l farmer, 1,200, Union Agency, Okla.
 Mary M. Shirk, kindgr 600, Sac and Fox, Iowa kindgr 600, Warm Springs, Ore.
 James J. Conklin, farmer, 840, Fort Yuma, Arizona, to add. farmer 840, Western Navajo, Arizona.
 Alma A. Ricks, kindergartner 600, Greenville, Calif., to kindergartner 600, White Earth, Minn.
 Mrs. Bells Steele, field matron, 720, Tomah, Wisconsin to teacher 60 m, Winnebago, Nebraska.
 Anna Dankwardt, Cook, 300, Standing Rock, N. D. to cook, 500, Wittenberg, Wisconsin.
 Sara J. Porter, teacher 600, Tule River, Calif., to teacher, 600, Yakima, Washington.
 Agnes O'Conner, matron, 600, Klamath, Ore., to matron, 540, Yankton, S. D.

APPOINTMENTS—By Promotion or Reduction.

Dillon, Irvin G. lease clerk, 960, Cheyenne and Arap-

aho, to principal, 1200, Cheyenne and Arapaho, p f v.

Logan, John P. additional farmer, 660, Cheyenne and Arapaho, to additional farmer, 780, Cheyenne and Arapaho, p f v.

Shields, J. E. additional farmer, 840, Cheyenne and Arapaho, to additional farmer, 900, Cheyenne and Arapaho.

Logan, John P. additional farmer, 780, Cheyenne and Arapaho, to additional farmer, 660, Cheyenne and Arapaho.

Bales, James P. carpenter, 720, Cushman, Wash., to carpenter, 840, Cushman, Wash.

Clap, Stephen, draftsman, 1500, Super. of Con. Denver, Colo. to drafts, 1600, Super. of Con. Denver, Colo.

Donner, William engineer, 1200, Fort Hall, Idaho. to principal, 1200, Fort Hall, Idaho.

Fisher, Anna (I) laundress, 600, Fort Mojave, Ariz. to seam-pond, n c x, 660, Fort Mojave, Ariz.

Ricker, Ezra (I) laborer, 360, Fort Peck, Montana to industrial teacher, 660, Fort Peck, Montana.

McDougall, Susie (I) teacher, 600, Genoa Nebr. to teacher, 660, Genoa, Nebr.

Manglitz, Ludwig A., shoe and harness maker, 660, Haskell, Kans., to shoe maker, 600, Haskell, Kans.

Harry P. Caldwell, phy. dir. and asst. discipl., 800, Haskell, Kans., to harness maker, 800, Haskell, Kans.

Isham, Lawrence (I) laborer, 300, Hayward, Wisconsin, to discipl., 720, Hayward, Wisconsin.

Ella M. Mitchell laundress, 540, Hoopa Valley, Cal. to baker, 540, Hoopa Valley, Cal.

William Ratcliffe, farmer, 840, Jicarilla, N. M., to add. farmer, 840, Jicarilla, N. M.

Absalom Skenandore, laborer, 360, Oneida, Wis., to ind. teacher, 660, Oneida, Wis. p f v.

Anna W. Phelps, teacher, 600, p f v Phoenix, Arizona, to teacher, 720, Phoenix Ariz.

James M. Kearney, laborer, 600, Phoenix, Ariz., to dairyman, p f v 750, Phoenix, Ariz.

Edgar P. Grinstead, clerk, 1200, p f v Phoenix, Ariz., to disciplinarian, 1200, Phoenix, Ariz.

Lucy Flint, teacher, 660, Pima, Ariz., to teacher, 720, Pima, Ariz.

Margaret Moran, cook, 500, Pine Ridge S. D., to laundress, 520, Pine Ridge, S. D.

George Primeaux, (I) interpreter, 200, Ponca, Okla., to interpreter, 300, Ponca, Okla.

William B. Hoag, additional farmer, 720, Pueblo Day School, Santa Fe, to additional farmer, 900, Pueblo, Day School, Santa Fe.

Elizabeth J. Richards, teacher, 720, m, Pueblo Day School, Santa Fe, to teacher, 84 m, Pueblo Day School, Santa Fe.

Mrs. Henry H. Kramer, teacher, 60 m, Pueblo Day School, Santa Fe, to teacher, 84 m, Pueblo Day School.

Richard Baumberger, forest guard, 900, Rosebud, S. D. to forest guard, 960, Rosebud, S. D.

Cornelius G. Umbaugh, teacher, 600, Round Valley, Cal. to teacher, 720, Round Valley, Cal.

Richard Baylish, (I) laborer, 420, asst. line rider, San Carlos, Ariz. 420, San Carlos, Arizona.

Kenneth L. Weber, physician, 1000, Leech Lake, Minn., to physician, 1200, San Juan, N. M.

John Otterby, Indian, additional farmer, 720, Seger, Okla., to industrial, teacher, 720, Seger, Okla. p f v

C. O. Lemon blacksmith and wheelwright, 780, Seneca, Okla., to blacksmith and wheelwright, 840, Seneca, Okla.

Jahwe Norman, Indian, teamster and laborer, 480, Shoshone, Wyo., to teamster, 480, Shoshone, Wyoming.

Thomas Crispin, teamster, 480, Shoshone, Wyo., to lab. and acting interpreter, 480, Shoshone, Wyoming.

John F. Hill, farmer, 840, Standing Rock, N. D., overseer, 840, Standing Rock, N. D.

Cyril Vincent, Indian, laborer, 500, Umatilla, Ore., to additional farmer, 900, Umatilla, Ore.

Wm. T. Garthwaite, additional farmer, 840, Western Navajo, Ariz., to forest guard, 900 Western Navajo, Ariz.

Star Badboy, private, 20 m, White Earth, Minn., to forest guard, 50 m, White Earth, Minn.

SEPARATIONS—Competitive—Resignations.

Rollo Brown, business teacher 1000, Carlisle, Penn.
Carl F. Richert, stenographer and typewriter, 900, Cheyenne and Arapaho, Okla.

Cora O. Beer, hospital nurse 720, Cheyenne River, S. D.

Mary E. Milner, kindergartner 600, Cheyenne River, S. D.

Leonidas Swaim, teacher 720, Colville Agency, Wash.

Mattie Ingram, field matron 720, Colville, Agency, Wash.

Joseph C. Denney, physician 1000, Fort Belknap, Mont.

Ferrel M. Brown, industrial teacher 600, Fort Bidwell, Cal.

Lillian M. Parus, clerk 900, Fort Lapwai, Idaho.

Samuel J. Saindon, teacher 720, Lapwai, Idaho.

H. T. Littlefield, experiment farmer 1200, Fort Totten, N. D.

Adalene Evans, matron 660, Fort Totten, N. D.

William C. Miller, industrial teacher 720, Fort Yuma,

Lottie Webster, cook 600, Fort Yuma, Cal.

Alva C. Cooper, baker 600, Haskell, Institute, Kans.

Bertha A. Macy, matron 900, Haskell Institute, Kans.

Emma A. Cehringer, baker 540, Hoopa Valley, Cal.

John M. Gardner, physician 1200, Hoopa Valley, Cal.

Myrtle L. McGill, teacher 600, Kiowa, Okla.

Charles F. Morrison, teacher 720, Klamath, Ore.

Jennie Shipwash, laundress 500, Leupp, Ariz.

Sadie C. Garrett, teacher 660, Leupp, Ariz.

Mrs Maude D. Sloan, asst. matron 540, Leupp, Ariz.

Violetta V. Rash, asst. matron 480, Lower Brule, S. D.

Clarence E. Snyder, blacksmith and wheelwright 840, Moscalero, N. M.

Ula C. Eusom, teacher 600, Oneida, Wis.

L. J. Holzwarth, disciplinarian 1200, Phoenix, Ariz.

Eva M. Venne, teacher 720, Phoenix, Ariz.

Benjamin J. Gokey farmer 720, Pierre, S. D.

W. M. Robertson, teacher 720, Pine Ridge, S. D.

Lillian M. Sutherland, teacher 60 m, Pueblo day schools, Santa Fe.

Bessie Salvesson, seamstress 540, Rapid City, S. D.

Nancy R. Seneca, nurse 600, Rapid City, S. D.

Maye H. Peck, cook 540, Rapid City, S. D.

Georgia Robertson, matron 720, Rice Station, Ariz.

V. E. Antwine, blacksmith 720, Rosebud, S. D.

Flora M. Newman, seamstress 540, Round Valley, Cal.

Margaret M. Hughes, teacher 720, Round Valley, Cal.

SEPARATIONS—Competitive.

Robert L. Russell physician 1200, Kiowa Oklahoma, to Indian Office.

Daisy Grear, teacher, 600, Salem, Oregon, resigned.

Mary I. Blackwell, cook, 480, Shawnee, Okla., resigned

Sylvia C. Elwonger, cook, 540, Sherman Institute, California, resigned.

Julia Heminger, Indian, laundress, 480, Sisseton, S. D., resigned.

Harry C. Green, principal teacher, 800, Southern Ute, Colorado, resigned.

Lizzie B Green, matron, 600, Southern Ute, Colorado, resigned.

Michael Buffalo, lease clerk, 1,200, Standing Rock, N. Dakota, resigned.

Jeanne L. Ford, laundress, 500, Tongue River, Montana, resigned.

Florence H. Fairlamb, teacher, 600, Utah and Ouray,

Utah, resigned.

Walter B. Isherwood, stenographer, 900, Union Agency, Oklahoma, resigned.

Mollie H. Robbins, kindergartner, 600, Warm Springs, Oregon, resigned.

Andrew Larsen, teacher, 720, Warm Springs, Oregon, resigned.

Margaret Clover, teacher, 660, White Earth, Minnesota, resigned.

Helen M. Andrew, teacher, 600, White Earth, Minnesota, resigned.

Ellen C. Pierce, seamstress, 500, Yakima Washington, died.

Anne M. Ludlow, kindergartner, 600, Yankton, South Dakota, resigned.

Emma Walters, matron, 540, Blackfeet Agency, Montana, resigned.

Calvin K. Smith, physician, 1,200, Shoshone, Wyoming, died.

Jessie Sanders, seamstress, 500, Western Shoshone, Nevada, resigned.

Ella S. Johnson, cook, 600, Navajo, N. M., resigned.

Wm. E. Morgan, gardener, 720, Navajo, N. M., relieved inefficient, end of probation.

Margaret F. Haldeman, teacher, 720, Navajo, New Mexico, resigned.

SEPARATIONS—Noncompetitive.

Ada McKay cook, 540, Cushman, Washington, resigned.

William Whitright, industrial teacher, 660, Fort Peck, Montana, resigned.

Grace Morris, seamstress, 500, Otoe, Oklahoma, resigned.

Lucy A. Edsall, matron, 600, Pipestone, Minnesota, resigned.

Pelagic Nash, stenographer and typewriter, 720, Ponca, Oklahoma, resigned.

Anna B. Sanders, clerk, 720, Salem, Oregon, resigned.

Emma Thompson, clerk, 600, Salem, Oregon, resigned

APPOINTMENTS—SEPTEMBER.

Alfred K. Chittenden of Connecticut, Forester in the Indian Service at Large, \$3,600, \$3 per day and traveling expenses September 20, 1911, transfer from agricultural department.

William H. Rosecrans of Illinois, Consulting Engineer, in the Indian Irrigation Service, \$25 a day and traveling expenses September 29, 1911.

Edwin M. Hamilton of New York, Lumberman in the Indian Service at Large, \$2,750, \$3 per day and traveling expenses September 23, 1911, executive order.

Jas. T. William, Jr., of Arizona, Supervisor of Indian School (Temp) \$2,400, \$3 per day and traveling expenses September 6, 1911.

SEPARATIONS—SEPTEMBER.

Wm. E. Johnson of Maryland, Chief Special officer for Liquor Suppression, \$3 000, \$3 per day and traveling expenses September 30, 1911.

SEPARATIONS—Excepted—Resigned—All Indians, except those marked *, who are whites.

Lura Sharps, *, house keeper, 30 m. Camp McDowell, Arizona.

Mattie Frazier, *, house keeper, 30 m. Camp McDowell, Arizona, position abolished.

Clinton C. DeFoney, physician, 480, Carlisle, Pennsylvania.

Nancy Left Hand, baker, 300, Cheyenne River, S. D.

Mannie E. Swain, house keeper, 300, Colville, Washington.

Albert McCoy, forest guard, 80 m, Colville, Washington.

J. R. Jerred, forest guard, 80 m, Colville, Washington.

Frank Lafavor, forest guard, 75 m, Flathead, Montana.

John J. Brown, forest guard, 75 m, Flathead, Montana.

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.