
The Chilocco Indian School.



HILOCCO is supposed to be an Indian word, but no one has been found who knows its derivation or original meaning. To a vast army of young people, however, it has now come to mean Opportunity. Ever since 1884 there have been passing into its doors Indian girls and boys needing and looking for training to fit them for the duties and obligations that henceforth must be performed and assumed by them if they are to count at all in our National scheme, and emerging therefrom the same young people to whose natural equipment has been added some learning, some skill, some ideals and some courage.

The Institution was established and is maintained by the United States Government, not to *give* its students anything but to *loan* them each a few hundred dollars' worth of Board, Clothing and Tuition. The tuition is in the following lines:

ACADEMIC.—The course extends through ten grades. The common school course of Oklahoma is completed in the first eight after which two years are devoted to a more complete development of the subjects related to agriculture and domestic science. Special teachers of Agriculture, Mechanical Drawing and Music are provided and instruction given to all students. Instrumental music is taught to those who manifest talent for it, a nominal fee being charged for this individual training.

INDUSTRIAL.—Special stress is placed upon the subject of Agriculture for these reasons:

1. The Indian has nine chances to earn a livelihood in a congenial environment as a farmer to every one in any other pursuit.
2. His capital is practically all in land, of which he must be taught the value, and which is appreciated as of any considerable value only when he has gained the skill and perseverance by means of which he can make it highly productive. On our large farm are employed competent instructors in Farming and Stock-raising, Gardening, Dairying and Horticulture.

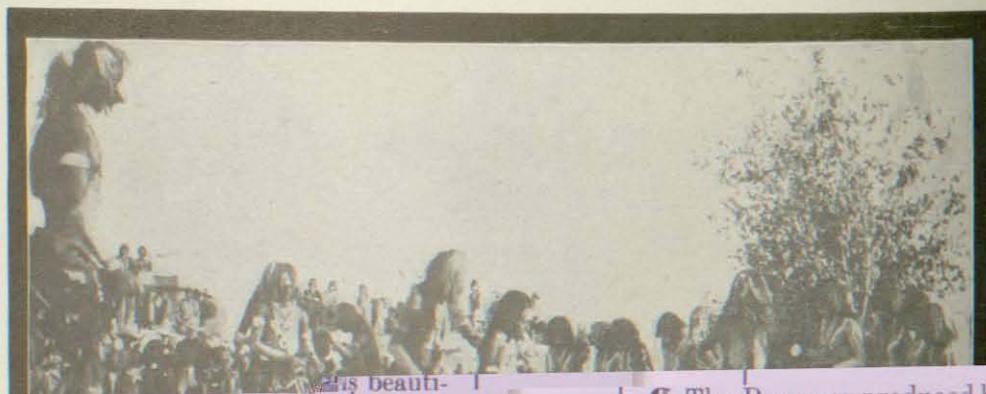
Other industries are Printing, Engineering, Carpentry, Blacksmithing, Masonry, Shoe and Harness Making and Painting. In all departments the equipment is good and the instructors capable workmen and teachers. The girls are furnished instruction in every department of home making, including Domestic Science and Domestic Art and Nursing.

It is impossible to tell all about the school's facilities on a page, and it is enough to say there is no better material plant, there are no better teachers, anywhere else, and in more than one department Chilocco is in a class alone.

It is expected that all who borrow our opportunities shall return to the United States both principal and interest in intelligent and patriotic service as an improved quality of citizens. In such service alone can the debt be paid.

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UNITED STATES INDIAN

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The Indian School Journal

A Magazine about Indians and the Work in the U. S. Indian Service
Chilocco Indian School, Publisher

EDGAR A. ALLEN, *Superintendent and Editor*

FRANCIS CHAPMAN, *Instructor of Printing*

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A PARTIAL VIEW OF THE CHILOCCO SCHOOL'S PARADE GROUND DURING DRESS PARADE AND GENERAL INSPECTION.



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MAY, 1913

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AN APPEAL TO THE EMPLOYEES OF THE INDIAN SERVICE

BY ESTELLE ARMSTRONG

THE RESPONSIBILITY of the education of the American Indian and by education we mean the instilling of the moral and physical habits which will enable him to become a useful member of our commonwealth rests finally with the employees of the Indian Service. All the plans of a paternal Government looking toward a betterment of conditions among our Indians, all the devices it may introduce as the means of carrying these plans into effect, will accomplish but little without the sympathetic co-operation of the field employees. To them we must look for results, for on their efforts will depend largely the success or failure of the Indian educational system.

Education today is a word of broad interpretation. It is narrowed to mean the ability to read and write; it is broadened to include the culture and knowledge of centuries. The ability to cull from the mass of material at hand only those arts and precepts best adapted to the immediate needs of a race or an individual is the first re-

quisite of the successful teacher. It is this ability above all others that the Indian Service teacher needs if he is to help our Indian youth to convert his inherited tendencies and proclivities to uses beneficial to himself and to humanity, if he is to develop his natural traits along lines by which the Indian is to be materially assisted in his evolutionary struggle.

We are not educating the Indian student when we teach him the name of the longest river in Africa and the highest mountain in Asia and send him back to the reservation ignorant of the necessity for windows in his house and the way of putting them there from the materials he may have at hand. It is not education to teach a boy rhetoric and send him back to the range without knowing the evils resulting from the inbreeding of his stock.

I have sometimes thought that our Government could well afford to pay the expenses of every non-reservation teacher incurred by a personal visit to the home of every pupil sitting under his or her instruction. If every

teacher could for one hour be placed in the home from which each student came and in most instances the home to which he returns, I will guarantee that thereafter there would be little time wasted in teaching those students the avoidance of split infinitives. The most unobservant teacher could not help but be impressed by the urgent necessity of bedrock practicality in the training of our Indian youth. He must be struck by the fact that the red man has but just reached the shirt-sleeve period in his educational development and that the frills can best be left for the adornment of his grandchildren.

But I sincerely do believe such a visit would impress upon each teacher the great need of systematic training of our boys and girls along human lines. Humanitarian ideas mark a certain stage in the progress of mankind to which only certain races have imperfectly attained. To those races yet engrossed in the struggle for the thing we are pleased to call civilization such ideas are almost unknown. To tell the average adult Indian that his horse and his dog have any rights which he is bound to respect would be as incomprehensible to him as a problem in geometry to a child of five. It is quite possible that I could have included his wife in the list without loss of veracity. The Scotch have a proverb to the effect that a man who beats his horse will beat his wife. Far be it from me to assert that horses and wives do not deserve beating at times, if only for the purpose of maintaining the mental poise of the possessing male! But just as the early New England Puritans punished wife beating by publicly whipping the offender, so a more enlightened public opinion puts under the ban of its displeasure those guilty of cruelty toward our dumb fellow

creatures. Humanitarianism has now reached the stage where it includes all of God's created beings, and in our public schools today there is to be observed a strong tendency to cultivate the graces of the heart as well as that of the intellect. The normal child from a normal home readily responds to the appeal to his better nature in behalf of the helpless animals about him, and yet it is necessary that this appeal be made if his growing perception of right and wrong is to absorb the idea that needless suffering or pain inflicted upon any living creature is in its very nature abhorrent.

If a humane education is recognized as an essential factor in the white child's training, how much more necessary is it that our Indian boys and girls receive the benefits of a similar discipline, coming as they do from homes almost if not entirely lacking in the ordinary humane practices with regard to domestic animals. From their earliest childhood they have seen horses overburdened and beaten, cows left to perish of thirst or cold on the range, starved dogs dragging out a miserable existence, at once a nuisance to the community and a menace to the health of their owners. If nothing is done to alter their inherited tendency to regard animals from the view point of their parents, many of our Indian students will return to the reservation to continue the inhuman practices which have always characterized the Indians' treatment of all dumb animals. Isn't it time that our Indian boys and girls began to receive thoroughly and systematically the humane training that all educators recognize as essential to every white child in his development into a useful citizen? Haphazard teaching accomplishes little; spasmodic attempts to enlist a child's sympathy by reading pathetic stories

and relating harassing incidents will fail to produce lasting results. Nothing but constant, persistent and patient presentation of the subject in the phase best adapted to the development of the student will accomplish the desired end, and even these will often fail. It is a task wherein the worker is building for the future, is laboring to the end that succeeding generations may be born with the humane instincts now being instilled into the minds and hearts of their progenitors.

No farmer expects a full crop from land just broken to cultivation; he knows that the second and probably the third year will be required to banish the weeds and thistles to which the ground has been given over for unknown years. But when does this deter him from breaking the virgin soil and sowing the first crop that is probably fated to be at least partially a failure. To the first sowers this world owes much, whether the soil be unbroken prairie or the garden of a child's heart. To the credit of humanity be it said that the world has never lacked for pioneers, but wherever unexplored regions call for subjection to man's dominion, there the pathfinders have been blazing the trail for the more timid ones of their own time and bequeathing to generations yet unborn the benefits of their efforts and attainments.

To every teacher in the Indian Service, to every earnest worker in our Indian educational work, I send this appeal in the behalf of the Indian chil-

dren in our Government schools and of the animals on our Indian reservations. Let us individually, by example and precept, do all within our power to teach our boys and girls a feeling of comradeship for their dumb fellow creatures, a sense of fair treatment for the animals in their possession. And let us not err in our method of presenting the subject. Utility, not sentiment, is the keynote of today. It is a curious and somewhat amusing fact that modern philanthropy pays in dollars and cents. The philanthropic mill owner who built his employees sanitary quarters, gave them reading rooms and a library and a mid-day lunch at the actual cost of production, found to his astonishment that his experiment paid him a high rate of interest on his money, owing to the increased amount and improved quality of the output of his mill as the result of the increased efficiency of his operators. A boy may not respond to the truth that he has no moral right to inflict needless suffering on any fellow creature, but he will readily appreciate the fact that a well-fed, well treated horse will bring him one hundred dollars in the market where a starved, abused one will perhaps bring him ten.

And let us collectively endeavor to create a public sentiment in favor of a humane education for our Indian boys and girls in order that steps shall be taken to place in the course of study outlined for the Indian Service the subject of kindness to animals.

NOTE. The Humane Educational Society has offered to assist in the work by sending literature designed to aid in the presentation of the subject to children. Classroom teachers have only to make known their wish to obtain this literature to the President of this Society Mr. Francis H. Rowley, 45 Milk Street, Boston, and it will be sent them.



IT'S GOOD to have money and the things that money can buy; but it's good, too, to check up once in a while and make sure you haven't lost the things that *Money CAN'T BUY*.—*Lorimer*.

PROGRESS OF WORK ON MONTANA RECLAMATION PROJECTS

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THE GREAT FALLS, MONTANA, TRIBUNE

INFORMATION in some detail as to the progress of work on the Montana reclamation projects during the last year, the present status of the projects, and plans for 1913, has been obtained from the reclamation service. For the Blackfeet Indian reservation project the estimate for uncompleted features are the Two Medicine lake, the Spring lake and the Four Horns reservoirs and storage dams; diversion dams for Badger, Birch and Cut Bank creeks, which are not designed. The Two Medicine dam will be of brush and rock and four feet high. The length of canals will be forty miles with capacities greater than 300 second-feet; miles with capacities from 50 to 300 second-feet; 600 miles with capacities less than 50 second-feet. The aggregate length of the dikes will be 800 feet. The irrigable area of the entire project is 122,500 acres; Two Medicine unit 48,000; Badger unit 33,000; Cut Bank and Carlow, 38,000 and Birch unit 3,500 acres. All the lands on the reservation are principally allotted to the Indians.

To date the following work has been completed on the project: 49.5 miles of canals with capacities from 50 to 300 second feet; 151 miles with capacities of less than 50. Canal structures, costing over \$2,000 each; two of concrete and one of wood. Costing from \$500 to \$2,000 each, two of concrete and seven of wood. Costing from \$100 to \$500 each, five of wood. Costing less than \$100 each, 827 of wood.

Bridges: One wood more than 50 feet long; 27 less than 50 feet long, a total length of 631 feet.

Culverts—82 of wood, length 4,549 feet. Twelve hundred and eighty feet of steel pipe laid. Two steel flumes, 800 feet long, and three wood 503 feet long. Buildings, one office, one residence and two barns and storehouses. Wells, six, a depth of 184 feet. Seven miles of road. Eighty-four miles of telephone lines and 14 telephones in use. Material excavated: 1,097,270 yards of earth; 36,326 yards of indurated material; 68,250 yards of rock. Riprap, 531 yards. Paving, 285 yards. Cement used, 735 barrels. Concrete placed, 735 yards.

The area for which the service was prepared to supply water in the season of 1912 was ten thousand acres. No area was irrigated in 1911. The irrigating season will run from May 1, to Sept. 30, 153 days. The average elevation if the irrigable area is 3,850 feet above sea level. The average annual rainfall on the irrigable area is 16 inches. In 1911 it was 16.13. The range of temperature was 4 to 104 degrees. The soil is rich sandy loam, with some gravelly loam and gumbo. The principle products are hay, grain and vegetables, and the markets the Great Northern railroad towns from St. Paul to the Pacific coast.

No lands have been opened to irrigation by public notice, they being allotted to the Indians.

The preliminary surveys were made in 1907 and construction work began

on the Two Medicine unit in July 1908. Surveys of Two Medicine lake dam were begun in the fall of 1909 and construction in July 1911. Location surveys of Badger unit began in April 1911 and construction the following June. The Two Medicine unit was 64.8 per cent completed at the last report and the Badger unit 18.9 per cent.

The project is for five irrigation systems on the reservation, as follows: Carlow canal, supplying water for 18,000 acres near Carlow and Seville; Cut Bank canal, supplying 20,000 acres north and east of the creek, 11,000 acres outside the reservation; Two Medicine canal, to 48,000 acres; Badger canal, to 3,000 acres on Piegan Flats and through Four Horns supply canal and reservoir to 33,000 acres between Birch and Blacktail Creeks. The irrigable land are in the southeastern part of the Blackfeet reservation between Cut Bank and Birch Creek.

The first development of the Two Medicine canal system has been completed, including 36 miles of main canal with headworks and other structures and a distributing system to deliver water to 24,000 acres. On the Badger system 12 miles of the Four Horns supply canal and a small distributing system on Piegan Flats have been completed. Construction is under way on Four Horns supply canal headworks, structures for the Piegan Flats system and on Two Medicine lake dam. The Carlow, Cut Bank and Birch creek units remain to be constructed on completion of the Two Medicine and Badger units.

The construction work during the last year was as follows: Two Medicine unit—Excavation for lower dam completed, cement and steel hauled to the dam site, the greater part of the pile driving completed, lumber, for the

dam sawed and hauled to the dam site and all preparations made to complete the dam this year. On the distributing system the main canal to 100 second-foot capacity and laterals to irrigate 21,000 acres were completed, 129 miles of laterals being built and 800 small structures placed. Badger Unit—Excavation of Four Horns feeder canal completed with exception of 3,000 yards of rock and that for a distributing system on Piegan flats to cover 3,000 acres of land was nearly completed. A concrete head work for Piegan canal was completed and work begun on headworks for Four Horns supply canal. All the work has been done with government forces, the excavation chiefly with Indian labor and teams. No water has been delivered for irrigation but there has been a flow the entire length the main canal for several months. Most of the lateral have been primed and it is possible to deliver water to any unit in an area of 24,000 acres. The costs to date have been \$596,495.

The results of work on the Flathead Indian Reservation project to date have been: canals, 8½ miles with capacities from 301 to 800 second-feet; 61 miles 50 to 300 feet; 201½ miles, less than 50 feet. One tunnel, 1,703 feet long. Storage dam, volume, 64,750 cubic yards earth. Canal structures, costing over \$2,000 each: concrete 16 and wood 1; costing from \$500 to \$2,000 each, concrete 13, wood 2; costing from \$100 to \$500 each, concrete 26, wood 91; costing less than \$100 each, wood 540.

Bridges—Wood, 110, less than 50 feet long, total length, 2,009 feet.

Culverts—Concrete, 6, length 160 feet; wood, 26, length 420 feet.

Pipe laid—230 feet of concrete; flumes, 5 wood, length 3,700 feet.

Buildings, 5 offices, 21 residences



LOWER YELLOWSTONE PROJECT.

Lower Yellowstone dam, 700 feet long, 12 feet high, 22,000 cubic feet of water passing over at this time.

and 12 barns and storehouses.

Nine miles of road. Ninety-eight miles of telephone lines and 17 telephones in use; material excavated, 1,509,193 yards of earth; 88,447 yards of indurated material; 21,633 yards of rock. Riprap, 914 yards. Paving, 5,213 yards; cement used, 4,747 barrels; concrete placed 3,746 yards.

For the complete project there will be 16 reservoirs of 117,556 aggregate acres and 1,944,970 acre feet capacity. There is the possibility of developing 300,000 horsepower from Flathead river and mountain streams. The service was prepared to supply water for 32,000 acres in the season of 1912. Areas under water right application in 1912 amounted to 8,920 acres. About 64,000 acres of the irrigable area have been entered; 8,000 are open to entry; 75,000 acres in private ownership, mostly Indian allotments held by trust and 5,000 acres state lands.

The following principal features on Flathead have been completed. Distributing system covering 5,000 acres, of land north of the Jocko river; system covering 6,000 acres on south side of Jocko river; Mission lateral B, covering 5,000 acres between Mission and Post creeks; system covering 16,000 acres under the Ninepipe reservoir; Pablo feeder canal from Post creek to the north Pablo reservoir.

As to the construction work last year there was the following:

Jocko division—Finley creek system and lateral E covering 4,500 acres south of the river, and concrete headgates and wasteway at East Finley creek. Twenty miles of small ditches built.

Mission division—Construction camp built at St. Mary's lake, a freight road constructed from the camp to the edge of the timber and a telephone line installed connecting with headquarters ten miles away.

Post division—Kickinghorse feeder canal completed and two inclined chute drops put in. Supply canal between Kickinghorse and Ninepipe reservoir excavated and lateral system from Ninepipe covering 16,000 acres, completed. Sixty miles of ditches constructed.

Pablo division—Ten and a half miles of Pablo feeder canal excavated completing 28 of the 39 miles, and concrete headgates and wasteways built at Mud, North Crow, South Crow and Post creeks. Controlling works at South Pablo dam constructed and four miles of feeder canal from North Pablo dam built. One and a half miles of supply canals between the reservoirs and eight miles of Pablo lateral A, completed. Quarry opened to obtain rock for facing dams and 1,835 yards quarried and hauled to dam sites. It is ex-storage works and diversion canal. Nelson reservoir, Chinook diversion dam. Vandalia dam, canals and structures in the Chinook, canal, Malta and Glasgow divisions.

As to work during the year, contracts were awarded for the construction of canals and structures on the first half of the Dodson north unit and at the close of the fiscal year, June last, the contractors were on the ground. On the Fort Belknap reservation a concrete conduct was constructed to carry a canal to Indian claimants under the new channel of Peoples creek. Work was started on an extension of Upper Peoples creek dike, but suspended in winter, since which the ground has been too wet to resume activities. Drawings have been completed covering the enlargement of 34 miles of Dodson south canal from point of Rock to Nelson reservoir, and work is now covering the extension of the Dodson north canal from a point two miles west of Wagner to their irrigable lands

pected that 20,000 yards of rock will be quarried, hauled and placed this winter.

Polson division—Excavation of the Newell tunnel completed to the shaft, a distance of 1,703 feet from west portal.

In the 1912 season water right applications were received covering 8,920 acres. Water is being delivered on the Jocko division by rotating different parts of the same laterals on the post division by rotation between different laterals and on the Mission division by rotation of the entire system. The duty of water is estimated at 2 acre feet per acre on the Jocko and one acre foot per acre on the Mission and Post divisions. The estimated cost of the contemplated construction is \$3,145,000. The cost to June 30 last was \$946,621.

The cost of the Blackfeet to June 30 was \$596,549.

Fort Peck Indian project—The features of this project which have been completed are the Little Porcupine unit to irrigate 2000 acres and the first division of the Poplar river unit to irrigate 5,000 acres. The cost to June 30 was \$197,099. Work was suspended because of lack of funds.

Huntley project—Results to June 30, 1912, canals completed, tunnel completed; canal structures, 24, costing over \$2,000 each; 30 costing from \$500 to \$2,000 each; 2380 costing less than \$500 each. Bridges combination, 135 less than 50 feet long, total length 2,040. Culverts, concrete, 20, length 600 feet; wood 230, length 6,000 feet. Pipe laid, concrete 2,100 feet; steel 270 feet. Flumes, concrete, one, 85 feet long; steel, 3, 1,150 feet long; wood, 20, 2,285 feet long. Buildings, one office, two residences, one pumping station, eleven barns and storehouses. Twelve wells, 225 feet deep. Twenty-three miles telephone lines, nine telephones

in use. Material excavated, 1,638,795 yards of earth, 22,190 yards of indurated material and 12,600 yards of rock. 880 yards of riprap; 220 yards of paving; 16,230 barrels of cement used; 12,175 yards of concrete placed. Practically all proposed construction with the exception of the reservoir was completed at the end of June 30, last. Last year maintenance work consisted of making repairs, betterments, etc., and cleaning canals. The operating season opened in May and water was delivered under seven day rotation scheme. There are about 16,300 acres under cultivation, in 500 farm units. Work this year will consist of constructing 8,700 feet of tile drain for relief of the Ballantine seepage area.

The population of the Huntley project is now estimated at two thousand. The towns of Huntley, Ballantine and Pompeys Pillar are growing and Worden is making progress. In the last year 66 new farm units were entered, amounting to 2,673 irrigable acres and on June 30, a total of 530 farm units amounting to 23,321 irrigable acres had been entered subject to the reclamation act and water right applications had been received covering 384 irrigable acres in private ownership. The cost to June 30 was \$1,098,247.

As to the Milk River project the following features have been completed: Dodson diversion dam to the height of the fixed crest; Dodson canal head works; eight miles of Dodson south canal, which will ultimately be 44 miles long; Point of Rocks equalizing reservoir; foothill and river laterals supplying water to 7,800 acres of land above Malta. No construction work was in progress during the first half of the fiscal year.

The principal features remaining to be constructed are the St. Mary



LOWER YELLOWSTONE PROJECT.
Thomas Point garden. U. S. R. S. headquarters. Cultivation of corn, potatoes, turnips, carrots, parsnips, peas, beans, onions, beets, melons, etc.

of the second unit opposite Malta, the Vandalia south canal for forty miles from the diversion point to Nashua and the lateral systems and waste water ditches under the canal. The 1912 season opened with an abundance of moisture in the ground and timely rains with an absence of hot winds and there were no applications for water until the end of June. About 500 acres were probably irrigated this season.

As no notice of opening the project has been made, no progress has been made in settlement although a few transfers have been made of deeded lands. Water is being delivered to patented and homesteaded lands on a rental basis. When the land is subdued, alfalfa will be one of the staple crops. The land is adapted to sugar beets, potatoes and other crops. The cost of contemplated works is \$7,516,125. The cost to June 30 last, was \$9,559,338.

For the Sun River project, the report says the Fort Shaw unit and the Willow Creek dam are completed. Final locations have been made for the Main canal supplying Pishkum reservoir and for the main canal supplying part of Sun river slope. Preliminary location surveys have been made for the main canals of the remainder of the project. Drill borings have been made at the site of the proposed Sun river diversion and are in progress at the site of the Sun river storage dam. Topographic surveys have been made of the irrigable lands on the Teton river slope, of a part of the lands on Sun river slope, for the Sun river storage, Pishkun, Willow creek, Muddy creek and Benton lake reservoirs and are being made for the remaining irrigable land on the project.

Construction during the year included excavation on the Willow creek dam

which was completed. The upper face of the dam was riprapped with heavy boulders. There were 11,000 acre feet of water in Willow creek reservoir on June 30.

Settlement has progressed on the Fort Shaw unit, the population on the farms increasing from 750 to over a thousand. In the spring of 1912 some settlers relinquished part of their irrigable area, saying they had more than they could handle. On June 30 there were 40 farm units open to entry. Forty-eight of the sixty lots in Simms town-site placed on the market had been sold and 12 of the 33 in the Fort Shaw town-site. The costs to June 30 were \$904,084.

Reporting on the lower Yellowstone project, the service says the completed features are the dam and diversion work; the main canal for 61 miles and the lateral system. Sublaterals and extensions of a few main laterals will be constructed as the needs of water users require. The features to be completed are the pumping plant, the six miles of the main canal and 61 miles of laterals, which will irrigate 20,000 acres. No new construction work was done on the main canal or structures last year but work was continued on the extension of drains which involved the handling of the lateral system and the excavation of 19,000 yards of earth. Owing to heavy precipitation in 1912 practically no irrigation was done before June 30, only 31 of the 345 water users requesting water. There is little irrigable land on the project open to entry although there is considerable in private hands that must be disposed of under the reclamation act. Twelve homesteads covering 680 acres and 30 tracts in private hands covering 2,998 acres have been taken up. The Missouri railway from Glendive to Sidney has stimulated

business and increased population through the valley. Of the seeded irrigable area in 1912, 35 per cent was in oats; 35 in wheat; 15 in barley; ten in alfalfa; 4 in flax and one in other crops.

Owing to the late spring an estimate of the yield for 1912 could not

be given, but with weather conditions favorable for thrashing the department believes wheat will give 20 bushels an acre, oats 45, barley 35, flax 10, and potatoes 150, bushels. Alfalfa cannot be estimated at more than two tons per acre on account of the damage by grasshoppers. Feature costs to June 30 were \$3,081,191.



WELL IMPROVED FARMS.

Made Possible by Reclamation Work in Semiarid Sections.



HELPING PUPILS TO SELECT THEIR LIFE'S WORK

BY SADIE F. ROBERTSON

Senior Teacher at Chillico

ANYONE who starts upon a journey should have a definite idea as to his destination otherwise he wanders about aimlessly like a ship upon the great ocean without chart or compass or even a pilot wrecked at last upon the shores of some barren, unknown country. Life is not only a journey, whose end and aim should be considered, but it is also a growth and it should be developed along natural lines.

The average Indian boy and girl come to school without any fixed purpose regarding their work in life and it remains for the earnest teacher to help them to find the occupations for which they are best fitted and to encourage them to make the best possible preparation for filling their places in life.

One of the most important facts of Nature to be considered in this relation is that all boys and girls differ

in their natural endowments, in their fitness and aptness for particular occupations, as well as in their natural desires. All do not desire the same thing, neither do all wish to do the same kind of work. The work of the white boy is often influenced by circumstances over which he has no control. If a boy is the son of a successful physician it seems only natural that he should prepare himself to take up the work laid down by his father. The same is true with the sons of lawyers, ministers, and merchants. But too often the Indian boy who wishes to be successful in life must choose a course exactly opposite that of his father and if this course has not been fully decided upon and prepared for while in school there is but a slight possibility that it will ever be made much of a success.

In order then, to help a pupil to make a wise selection of his life's work, we should teach him to take an account of his stock in hand. For what is he naturally fitted? This does not mean simply what he *desires* to do but what he *can* do. For what has he an aptitude? Unfortunately longings, wishes, and impulses are not always the indication of genius, nor are they invariably a sign that one is adapted for a certain pursuit. While it is always advisable to aspire after the higher, one should not urge a young man or woman to do what to him is impossible. Rather should we teach him that each one has his own special place and work and that the world is in need of faithful, loyal workers; that it is always possible for one to lead an honest, noble, useful life and that such success is within reach of all. A true teacher teaches his pupils to select, early in life, some honest occupation—not only an occupation that will bring remuneration, but one that will

help to develop all the nobler faculties.

Having taught the pupils to analyze himself, the next step is that of information in respect to the conditions of success in different industries and the opportunities in various lines of work. These conditions will depend largely upon where the pupil plans to make his future home, and here the physical condition of the individual must be considered.

When the different kinds of work and the advantages and disadvantages of each have been weighed and the choice made the duty of the teacher is only begun, for stimulation, encouragement, sympathy, and systematic guidance are necessary if a young man or woman is to do his best. We must keep constantly before the pupil the facts that health, energy, care, enthusiasm, reliability, and love of the work are essential to the best success in any industry and we must use the utmost frankness and kindness in a friendly effort to enable him to see himself exactly as others see him and to correct whatever defects stand in the way of his advancement.

Another duty on the part of the teacher is to teach the pupil that, once having made what appears to be a wise choice, he should abide by it. Dr. Parsons, in his book on "Choosing a Vocation" says: "This can best be done by the picture method as this plan of presenting the case never fails to interest the youth and often proves far more convincing than any form of direct statement that could be used."

In all our teaching our aim should be to so guide, encourage, and help young men and women that they can and will go out from our school to serve God and to benefit mankind.

THE man of superior qualities is slow in his words and earnest in his conduct—*Anonymous.*

A WOMAN IN THE MAKING*

BY KATE C. BROWERSOX

IT SEEMS like presumption for an unmarried woman to talk to mothers about "Training Girls." But I have been teaching for twenty-five years now and have both boys and girls under my care. I am interested in both, but my sympathies are largely with the girls. No boy ever wishes he were a girl, but a great many girls wish they were a boy.

There must be a reason for this. It is largely due to the greater freedom and larger opportunities open to boys. But this is passing. The 20th century is woman's century. She is realizing her needs as never before, and she is demanding the privileges of greater equality in all the social relation of life with her brothers and husband. She no longer despises and kicks out the unfortunate girl who has made a mistake but she has discovered that this woman is a victim of social conditions—that ignorance and low wages and a very human hunger for pleasure and variety have led this girl astray. The woman of today is developing a civic and social conscience which will mean better living conditions for all women in her community. She is her sister's keeper, and mothers are interested in the girls of their neighbors more than ever.

Bringing up a girl a generation ago when there were so many industries in the home was far simpler than it is today. But before I talk about the training of girls I want you to have in mind a picture of an ideal girl. When a dress maker cuts out a dress, she pictures to herself the

completed garment and so has a standard as well as a pattern, and I want to present to you first the picture that is in my mind.

My ideal young woman of 22 years of age (which is the age set by scientific investigation for marriage for women) has a strong physique. She is self controlled—has poise and self-possession. Her body is the ready servant of her will and reason and expresses efficiency and skill of some sort. Her eyes look into mine frankly and show sincerity and purity in thought and action. She is not a slave to her body and its ailments, but has formed such habits of health that her mind and time and strength are set free for her work and for her social and religious life.

She is educated—college is desirable when it can be had without too great sacrifice—but the test of her education, no matter where she stops in her course, is that she is alert and growing—interested in the social and religious life and general uplift of her community. She has not only had a cultural education but she is prepared to enter upon some profession and earn her living if need be. She knows how to find out and adapt herself to changes in circumstances.

She has the habit of concentration, of planning, of foresight, of definiteness. She works in harmony with nature's laws and principles and so is able to wade through disappointments and loneliness and lack of sympathy because of the vision of the accomplished thing.

She has some practical knowledge

*This beautiful picture of her ideal girl of twenty-two years is taken from an address to a Women's Club by Miss Bowersox, Dean of Women at Berea College, and formerly Principal Teacher at Carlisle, Indian School.—Editor.

of housekeeping which she got as a child in her own home, but she has supplemented this with a course in Home Science which gave her the theory based on principles, so that her kitchen has the same interesting problems to be solved that the chemical laboratory or mathematics class had for her in school. Drudgery has disappeared because she "knows how." She knows she "knows how" and so is set free from nervous fussiness. She will never be a slave to pots and pans, and kettles. She is capable of bringing health and comfort to her family without deteriorating into a mere domestic drudge.

My girl of 22 dresses simply. She has no need of paint and powder. The daily bath, exercise and right habits of eating are the best cosmetics. Her manner of dress is guided by a principle rather than fashion. You will get away from her and forget her clothes, but remember her face and manner. Dress will simply enhance the character and set the soul of the woman free from worry as to appearances.

She has learned the great art of friendship, of conversation and general good fellowship. The games she played in her girlhood have taught her the true values of success and failure, and have given her a sense of justice, of honor, of supporting loyally the will of the majority. She knows human nature because of this social contact with boys and girls.

She reverences the past and refers to the ideas of mother and grandmother in many ways, but she is not bound by tradition or convention. She realizes that she must take her part in the struggle under present day conditions just as her grandmother did a generation ago.

She knows more than one young

man and is friend and companion of them. She is not asking how much money he has but rather is he pure and strong and able—fit to be the father of her child. Can she be his friend as well as his wife? Can she share and enjoy his reading and serious thought as well as darn his socks? She is going to marry for the good old fashioned reason that she loves this man and not because she needs a home.

But if marriage does not come to her it is not tragedy. She finds plenty of opportunities to exercise the mothering instinct and bless the world but her highest ideal is to be a wife and mother in her home. If she has leisure and wealth she joins a woman's club and serves on committees of civic and social improvement. She stirs up interest and works for all movements of uplift in her community. She leaves the salaried occupations to be filled by women who must earn their living and joins the great company of noble men and women who work without pay for love of humanity and the hastening of Gods' Kingdom on earth. Her religion is a vital, intimate, part of every thought and activity of her life and regulates her conduct and habits for every day.

She will be interested in politics, not because she wants an office but because politics is everlastingly mixed up with law and order and social reforms and health and education. And her home and her children and her happiness are directly affected by politics.

This is a very brief and imperfect picture of my ideal girl. I wish I had my favorite picture of a girl to show you this afternoon. It is the "Soul's Awakening" by Sant. I suppose I have given away a dozen or more cheap prints of this picture to girls.

DISCIPLINE IN INDIAN SCHOOLS.

BY JAMES IRVING.

Disciplinarian Pipestone School.

What is discipline? What do we mean by discipline as applied in Indian Schools? Certainly we do not mean discipline as is used in reformatories and prisons.

The real object of discipline is first of all to organize, teach, manage and control pupils, to prevent wrong rather than to punish after an offense has been committed. In case of disorder or trouble, it is always a good thing to find and eradicate the cause, if possible. If the cause found is the only one existing its removal will prevent repetition of that particular offense.

We get discipline not by harsh and severe methods nor by those which are only relics of past ages, but by diligent proper training, organizing and systemizing.

We always bear in mind that discipline is founded on justice and right. Therefore, every case of infraction of a rule should be given due consideration before any action is taken, especially drastic action.

Consideration and courtesy towards pupils will improve conditions more quickly than a cold, ungentlemanly, manner.

Some of the things to be avoided in maintaining discipline are the discussion of reports made by employees and officers with pupils. Too much praise of pupils within their hearing is not good. Children when praised too much will think that they have attained the heights of perfection and that there is no further use of trying to improve.

Some of the necessary qualifications of a good disciplinarian are education, military training and experience. Being a teacher he needs the education.

Without military training and experience he will be unable to cope with the situation in most schools. The ability to make an example of himself is also an essential feature.

The education, training and experience possessed by the disciplinarian must be so applied as to profit the student. As the possession of such qualifications will be useless, without the above education, the only hope lies in "bluffing" his way through without reasonable hope of any accomplishment whatsoever. Not understanding the business which requires special qualifications and training is like a lawyer going into court to practice without any knowledge of practice and procedure. A disciplinarian need not necessarily wear a long face all the time. Some seem to think that this is an essential element in the making of a good disciplinarian. It is a mistaken idea. A pleasant look now and then will not hurt the discipline of any school. Instead it has a tendency at times to improve matters. Unwarranted anger and, worse still, a grudge should never be shown toward a child.

Nagging, and all unnecessary and uncalled-for action in connection with the performance of duties should be avoided. Such action tends to inspire contempt on the part of pupils instead of respect which should be commanded at all times. A good disciplinarian should be able to give just criticism, should never fly into a rage, make rash decisions, or take too hasty action on account of pupils. The disciplinarian is the engineer of his particular department and should be at his post at all times to keep in touch with all its details, etc.

The quasi-military discipline used in our larger schools has proved to be a very good system. It would be entirely out of the question for a disciplin-

arian in a large school to try to perform his duties by main strength, that is, to try to do all the work himself without the help of any organized force. In organization we find efficiency, orders and details, executed with neatness and dispatch. When no organization exists we are apt to find moping, slackness, lawlessness and unnecessary delays in the execution of details.

Company officers are a power for good and take an important part in assisting in the maintenance of discipline in our schools. Great care must be used in selecting and appointing these officers. The merit system should be used in making the selections. The officers should be taught the responsibilities attached to their positions. In fact there should be a regular school for these officers. Once a week, or at least once a month, the officers should meet with the disciplinarian when matters of vital importance may be discussed, also where they may receive instruction. If an officer does not know the responsibilities of his position how can you expect any more of him than you would of a private?

It has been the experience of the writer that pupils take pride in being able to say that they belong to a certain well organized Company.

The personal appearance of students, also cleanliness of person and condition of clothing and equipment should be kept as nearly as possible, as found by inspecting officials on regular inspection days. The object of Company inspections is to find as nearly as possible, conditions as they actually exist so that recommendations may be made for improvements.

There is a perennial nobleness, and even sacredness, in work. Were a man ever so benighted, or forgetful of his high calling, there is always hope for him who actually and earnestly works.—Carlyle.

FRESH AIR CURE FOR INDIANS.

THE BUFFLAW NEWS.

Indians have taken kindly to the proposition of sleeping in open air porches. These are being built against the sides of the Indian cabin, one side being composed of muslin. Doors are so constructed that the Indians may dress or undress themselves in their warm rooms, stepping quickly thence to the sleeping porch. This obviates the difficulty which has been encountered in persuading them to sleep with the windows of their rooms open; it cooled off the whole house and made it necessary to use costly fuel to restore the temperature to a comfortable degree in the morning.

They never heard of any hope from the disease that is mowing them down until two years ago, but now they have evidenced an intelligent interest in the campaign, and are willing to do anything to help the fight. Last week four were buried from among a small and dwindling tribe.

The neighborhood of the Long House, about two miles from Lawton's Station on the Erie, is ideal for warring on consumption. It occupies a sandy hill well suited for drainage. The air is dry. The Gowanda Hospital, and the site of the new J. N. Adam Hospital at Perrysburg are both in sight from the Long House. The only drawback is that the Indians are too poor to buy the lumber and muslin required for sleeping porches. As fast as the Indian Association of America can get funds for them, the sleeping porches will be built. The Indians are willing to return to the ways of their forefathers and sleep where they can get plenty of fresh air, but sleeping in cabins beside coal stoves burning day and night has wasted them.

SECRETARY LANE ON THE INDIAN COMMISSIONERSHIP AND THE INDIAN POLICY

THE NEW YORK HERALD.

FRANKLIN K. LANE, secretary of the Interior, has a high ideal of the type of man he desires to appoint to the post of Commissioner of Indian Affairs. He is not yet sure he has found the man. This is his definition of some of the qualifications essential to the commissioner he is seeking:—

“He must be sufficiently altruistic to realize that the Commissionership of Indian Affairs is not ‘a job,’ but an opportunity for rendering service of the highest grade to his country and to lead out an unfortunate race.

“He must be a man above suspicion of mercenary motives, moral weakness or administrative incompetency; a man of such established, sterling character that the very coupling of his name in connection with the appointment will serve notice upon the army of looters and grafters who have fattened upon Indian timber, lands and Indian leases that such scoundrelly thieving has got to stop.

“We want not only a man who will command national confidence by his abilities and integrity, but one sufficiently sympathetic and imaginative, either by natural endowment or by environment and training, to understand the Indians’ point of view, to feel with the Indians, sensibilities, to see with the Indians’ eyes the many problems that confront them and him, and not merely to study those problems from premises based upon the utilitarianism of the white man.

“The Commissioner of Indian Affairs should be a man wise enough to guide to a successful issue the development, the education, the civilization of the survivors of a once great race; strong enough to stand unflinchingly against the conniving schemers who would exploit them for mercenary ends; a man of such tried and true fidelity that he may be safely intrusted not only with the guardianship of more than three hundred thousand human being but also with the watch and care of hundreds of millions of dollars, worth of property.

“And to such a man” said Mr. Lane, “the government permits us to pay the salary of \$5,000 a year. Of course it is not easy to find the ideal man at such a price. That is why I say that the man who measures up to our standard will have to accept the post not as ‘a job’ but as an opportunity. And it is an opportunity very great in its scope and in its possibilities for usefulness. I know of no other office in the world that is directly charged with the custody of such enormous property values and at the same time with the welfare, enlightenment and training of an entire race of men.

“I think I do not underestimate the difficulties of such a task, but it is with no feeling of egotism or excess or confidence that I say I wish I could afford to devote ten years of my own life exclusively to the pursuit of such an opportunity as that. It is a task worthy of any man’s loftiest ambitions.

"The person who can successfully solve problems it presents will deserve the gratitude of the race, of the whole country and of posterity. I have said ten years and I said that advisedly. Should we ever be so fortunate as to find the ideal Commissioner of Indian Affairs he ought to have a life tenure of the office. It has been one of the misfortunes of our system, I think, that the frequent changes of personnel at the head of this vitally important bureau have so often entailed radical changes of policy and experimental method of administration. The affairs of the Indian Office should be administered as a trust, a very sacred trust, in which political and partisan considerations should have no part."

"I could not say that specific policies have yet been defined, even in my own mind; I am studying the situation and seeking light. But I have some well defined convictions on the subject, some instincts and intuitions. I can understand some of the forces toward which the Indian policies of this administration are going to be unalterably opposed.

"There is the large and unscrupulous class of citizens whose view of the Indian problem is simply that the Indians are a race doomed to early extinction and that in the meantime they may be made the natural prey of every knave and land shark who is shrewd enough to exploit and rob them. In so far as the powers and the energies of this department can achieve it, the rights of the Indian are going to be protected.

"I have no sympathy with the white man who has no use for the Indian except to delude him and strip him of his heritage.

"On the other hand, I would strive to avoid the other extreme—the extreme of excessive paternalism. The

Indian may be robbed by grafters of his material property. He also may be robbed through the mistaken zeal of his injudicious friends. He may be robbed of his manhood rights by forever coddling him as a child. Mentally and physically he may be stultified and pauperized if we insist upon keeping him in the swaddling clothes of incompetency after he is qualified to stand on his own feet and do a man's work.

"I want to see our Indians tilling their own allotments and making themselves self-sustaining, instead of leasing their land grants to the whites and living idly on the income from the lease. I want to see them raising and tending their own herds of cattle and sheep, instead of leasing their grazing lands to the white herders. I want them to have the untrammled use of their own tribal and individual revenues just as soon as they can be trusted to make intelligent use of that privilege.

"It is for these reasons that we have been recently utilizing in large measure our statutory right to advance to the red men funds sufficient to enable them to purchase cattle and horses, farming implements and stock, money with which to improve their homes; equipping them with such means as will give them at least the reasonable chance to produce profitable results and will at the same time keep them engaged in a useful employment.

"The evil of the old system of supporting in idleness able bodied Indians on the reservations by government rations is now pretty generally recognized. A former Indian Commissioner has said, I think, that the leasing system has been little, if any, better in its retarding influence upon Indian advancement than was the rations system. I am inclined to agree with

that view. Both methods attend to pauperize them. Both block the path toward self-sustenance.

"We must find and maintain the golden mean between laxity in administrative vigilance and an excess of paternalism. The mailed hand of a righteous government must be interposed and ever ready to strike between the Indian minor, the Indian incompetent and the conniving knaves who would take advantage of his incompetence. Yet that mailed fist of a guardian government must not rest so heavily upon the more progressive toward of the nation as to handicap him in the effort to stand on his own feet, to work out his own salvation, to develop his life and the lives of his children along a higher plane of civilization.

"In the question of Indian education I am not so sure we have adopted the best methods. I have sometimes thought we might advantageously make use of the Japanese method of imparting instruction by means of symbols and models and images. The Indians are distinctively an imaginative race. Their whole lives, their thoughts, their philosophy, their religious instincts, their conversation, their oratory are rich in imagery. I have been deeply impressed with the bearing of the chiefs who have recently been here for conference, representing various tribes. They are splendid men. In their native eloquence and the manly dignity of their bearing they are worthy of the best traditions of the Roman Senate.



THE POET'S SEASON

BY JOHN W. FENTRESS

Principal Teacher Tallahassee Boarding School for Creek Freedmen

This is the poet's season,
 This is the blessed time
 When freedom rules his reason,
 And rapture rules his rhyme.
 At last the day is breaking;
 The night of death is gone;
 Winter his leave is taking,
 His great storm coat is on.

Let Spring, the goddess, enter
 With fair and naked arms,
 Then close the door on Winter,
 And all his frozen charms;
 And as the great door closes
 Against his ice and sleet,
 Let Spring come forth with roses,
 And sandals on her feet.

Behold her all in blossom!
 A sunflower strong and tall!
 Behold her rounded bosom
 Like sea waves rise and fall.
 Behold her in the morning
 When Memnon's mother wakes,
 And Phoebus is adorning
 The rivers and the lakes.

Ah! gaze upon her beauty
 When skies are clear and blue,
 When love becomes a duty,
 And dreams of youth come true.
 Yes, Winter's days are over,
 And he in fear has fled.
 While Spring, knee-deep in clover,
 Is reigning in his stead.



CHILOCCO STUDENTS' GARDEN.

The Theory and Practice of Gardening. Every Student of Chilocco, from the Sixth Grade up, Receives this Instruction.



DEPARTMENT OF AGRICULTURE

CHILOCCO STUDENTS' GARDEN

BY H. B. FULLER

Teacher of Agriculture at Chilocco

The aim in the following plan of a model farmer's garden is to teach the Chilocco students home gardening by actually working such a garden. The following material is given to assist the teachers and students in their work and to make the students familiar with some of the underlying principles of sowing and cultivation.

The garden has been divided into eight sections to correspond to the eight grades below the advanced courses. Each teacher with her students will plant and work her section and will at the same time observe the plants and the work being done in the whole garden. As the students advance from grade to grade they will work different sections and in that way will work with practically all plants in the garden.

No hotbed or coldframe is made in connection with the garden because the students have a section of the School's large hotbed, and no notes are given on hotbed or coldframe construction and management as that is regularly taught in our sixth grade classes in agriculture. But every farmer's garden should most assuredly have both a hotbed and a coldframe.

TRANSPIRATION.

CUT a round hole in the center of a piece of cardboard and slit it from the hole to the edge. Make the hole just large enough to go easily around the stem of a bean plant, geranium or any plant growing in a pot or in the garden or field. By means of the slit put the cardboard around the plant so that it completely covers the soil and the pot. Now take a perfectly dry fruit jar or other glass dish and invert it over the plant letting it rest upon the cardboard.

No water can evaporate from the soil and enter the glass jar, but after a time moisture will be seen collecting in the jar and in the course of an hour or so will collect in drops on the sides of the vessel. The time required depends largely on the size of the plant. This moisture-water comes from the many little openings or mouths in the surface of the leaves called stoma.

The plant gets this water from the soil by means of its roots. The water passes from the roots to the leaves and there the food dissolved in the water is taken up by the plant for its growth and the clear water is given off as a vapor through the stoma.

You have put sugar into coffee and after stirring you could find none with your spoon but you know it is still there because it has made the coffee sweet. You say it has dissolved in the coffee. Just in the same way rain falling upon the ground and soaking downward around the particles of soil dissolves plant food, and when the water passes into the plant through its roots it carries this food for

the plant to live upon. This is the only way plants get food from the soil; and because the plant food is in such small amounts in the water the plants have to take up large quantities by their roots and pass it through their leaves in order to get enough. From 300 to 500 pounds of water passes through a plant to produce the growth of a single pound of dry seeds or dry stems or leaves. This is the reason that it is necessary to have such large amounts of moisture in the soil to produce good plant growth.

Transpiration is the passing of water into the air from the leaves of plants in the process of plant growth

CAPILLARITY.

If you dip a marble or a small stone into water and withdraw it all the water runs off excepting a thin film which adheres to the surface making it wet.

If you were to dip two marbles into the water remove one first and allow part of its film of moisture to evaporate then remove the other and place it touching the first a portion of the water on the last marble would at once leave and go into the film on the first until both were of the same thickness. Or if a dry marble was to touch the wet one a small portion of its film of moisture would go to the dry marble wetting it or a portion of it.

It would be very difficult for you to see this taking place because the amount of water passing from one film to the other is so very small, but careful experiments show that this is exactly what takes place.

If you were to dip one end of a small glass

Planting and Harvesting Chart

	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.
Asparagus		▨	▨						
Beans Bush Lima			▨			■			
" Snap			▨		■				
" Navy			▨			■	■		
Beets Garden		▨	▨	■	■				
Sugar		▨	▨			■	■		
Cabbage Early	▨	▨		■	■				
Late				▨				■	■
Carrots		▨		■	■				
Celery					▨			■	■
Cauliflower				▨				■	
Corn Early Sweet		▨			■	■			
Late			▨			■	■		
Cucumbers			▨		■				
Egg Plant			▨				■	■	
Horseradish	■	■							
Kale	▨	▨		■	■				
Lettuce	▨	▨	▨	■	■				
Melons Musk			▨				■	■	
Water			▨				■	■	
Mustard		▨		■	■				
Onion Seed	▨			▨		■	■		■
Sets	▨	■	■						
Perennial	▨	■	■						
Parsnips	▨						■	■	
Peas Early Garden	▨			■	■				
Late	▨	▨			■				
Peppers				▨				■	■
Potatoes Irish		▨			■	■			
Sweet				▨				■	■
Pie Pumpkins			▨				■	■	
Rudish	▨	▨	▨	■	■				
Rhubarb	▨	▨	▨	■	■				
Salsify	▨					■	■		
Spinach	▨	▨	▨	■	■		▨		■
Squash Summer			▨		■	■			
Hubbard			▨					■	■
Strawberries	▨		■	■					
Swiss Chard	▨			■	■				
Tomatoes				▨			■	■	
Turnips						▨			■

▨ Approximate Planting Dates

■ Approximate Harvesting Dates

CHILOCCO STUDENTS' GARDEN CHART.
Showing the approximate dates of planting and harvesting to make the garden an all-summer garden.

tube into water, the water would wet the sides of the tube and would rise in it to a certain height depending on the size of the tube, the smaller the tube the higher the column of water.

Water rises in soil by these two actions. The fine particles of soil coming in contact with each other so that the film of one tends to draw from the film of the other until both are of the same thickness. When the particles of soil at the surface of the ground become dry by evaporation they draw on those beneath them and these in turn on those below them.

Then the little spaces between the soil particles form many minute tubes, crooked and irregular, but acting exactly like the small glass tube.

This movement of water from below upward through soil is called capillarity. *Or capillarity is the passing upwards of liquids through small tubes or upwards through soil or other finely divided materials* The burning of the lamp wick in a lamp is another good illustration of capillarity. As fast as the oil is burned off in the burner more oil rises through the meshes of the wick capillarity.

THE EARTH MULCH.

An earth mulch is made by stirring the top one to three inches of soil so as to dry it and make it more porous than the soil beneath. This dry, porous blanket of earth acts as a shade and prevents the water in the soil below rising to the surface where it would evaporate. It does this because it partially breaks the contact of the soil particles and partially destroys the net-work of small tube-like spaces between the soil particles. But because the particles of soil forming the mulch rest upon the soil beneath there is not a perfect break in the capillarity and at once, after the formation of the mulch, there commences a slow readjustment of the capillary action so that the mulch must be renewed every ten days or two weeks. A rain reestablishes the capillary action at once and, consequently, the mulch must be remade after every rain.

The earth mulch is the top one to three inches of soil that has been made dry and open or porous by cultivation; and that acts as a shade to the soil beneath preventing evaporation of the soil moisture.

Experiment No. 1. Break the bottoms from quart bottles, tie muslin over the necks of the bottles and fill one with sand, another with garden loam, and another with clay, etc.

Stand the bottles neck downward in glass tumblers filled with water. Have the earth dry before putting in the bottles. Set the bottles where the class may watch the water rising in the different soils by capillarity.

Experiment No. 2. Insert the end of several glass tubes of different sizes in water and allow the class to see how the water rises in them. The water may be colored with red or black ink so it can be seen more readily by the class.

Experiment No. 3. Fill two, four or five gallon tin cans or crocks of exactly the same size with soil, first standing in each an inch or inch and a half gas pipe the height of the cans. It is best to stand these pipes to one side so as to be out of the way in making the mulch. The pipes work somewhat better if notches are filed in the end upon which they stand to allow the water to enter more readily.

Jar the cans while filling to settle the particles together. Pour enough water on each can to saturate the soil and leave two or three inches of free water in the bottom. This evaporation shown by the relative heights of the column of water. This will show how the mulch conserves moisture.

This experiment can be varied by pouring water on both cans until it stands at the same height. Put no mulch on either can. This will show that a rain will reestablish the capillary action and evaporation will be practically the same in both cans.

REQUISITES OF A GOOD GARDEN.

There are several requisites of a good garden such as can be grown on every farm and in many village and city lots. Among them are the following:

No. 1. It should be an all-summer garden; i. e., it should furnish something for the table for nearly every week from early spring to late fall. This is one of the most important requisites of the garden. See the chart for dates of harvesting and note that there is something from March 1st on through-out the summer.

2. It should be so arranged as to be easily and cheaply worked. This necessitates its arrangement so as to use the horse to cultivate and the wheel hoe to hoe, thus eliminating hand hoeing and weeding as far as possible. Such a garden will take more land than one worked entirely by hand requiring from one-half to three-fourths of an acre depending on the size of the family. To use horse cultivators arrange all plants in rows

three feet or more apart and preferably lengthwise of the garden.

3. There should be large plantings of garden peas, early Irish potatoes and sweet potatoes, beans, and sweet corn as these are staple articles of food and will materially lessen the cost of living.

4. It should contain a large assortment of vegetables and a strawberry plot. The greater the number of kinds of vegetables the greater the variety for the table and the greater will be the variation in the periods of ripening. This will greatly aid in making the garden an all-summer one.

5. The garden soil should be rich in plant food, abundantly supplied with humus and clear of all stones and rubbish. This will enable you to produce the maximum growth of garden crops at the least expense.

6. The garden should be well fenced to keep out all chickens and stock.

7. It should be so arranged that a rotation of crops may be practiced. In our school garden we have eight sections to correspond to the eight grades. Each year the different sections will be advanced one division. In the farmer's garden as many divisions or sections will not be necessary. It might be divided into four sections and the plants moved forward one section each year. Where divided into four sections, the second year No. 1 would be planted in section No. 2, No. 2 in No. 3, No. 3 in No. 4, No. 4 in place of No. 1. This would make a four year rotation. It would be best to always put the strawberry bed and asparagus and rhubarb crops at one end or the other of the garden and alternate them so that the plowing of the rest of the garden would not be interfered with as much as when planted in the center of the garden. Better crops are grown from the practice of a system of rotation of crops, disease ravages lessened, and insect pests more easily controlled.

LOCATION OF THE GARDEN.

If there is suitable ground always locate the garden near the house both for the convenience in gathering the vegetables and in working it. The garden should be well drained, and if it slopes gently towards the south it will warm up earlier in the spring and thus produce earlier growth.

TIME OF PLANTING.

Some seeds will stand low temperatures and much wet weather and yet germinate and grow. Temperatures around 60 degrees

F. will do for such seeds as onions, radish, lettuce, beets, peas, cabbage, parsnips, etc. While a temperature of from 80 to 90 degrees F. is required for such as tomatoes, egg-plant, potatoes, sweet corn, pepper and all the circubits. (The vine plants as melons, cucumbers, etc.) See charts for dates of planting. The time of planting will vary greatly from year to year. One must watch the weather conditions and plant when the temperature and moisture conditions are right in order to get the best growth of plants. Successive plantings of every ten days or two weeks are made with many vegetables in order to lengthen the harvesting period.

DEPTH AND METHOD OF PLANTING.

As a rule the larger the seed the deeper it may be planted. Many seeds such as radish, lettuce, onions, parsnips, carrots, salsify, etc. will stand a covering of only one-fourth to one inch deep. If covered deeper the tiny plant will be unable to push its way through to the surface of the soil. Corn, peas, beans, beets, etc., may be planted from two to three inches deep depending upon the character of the soil. The covering of the seed in heavy soil like clay must be thinner than in light soils like sands.

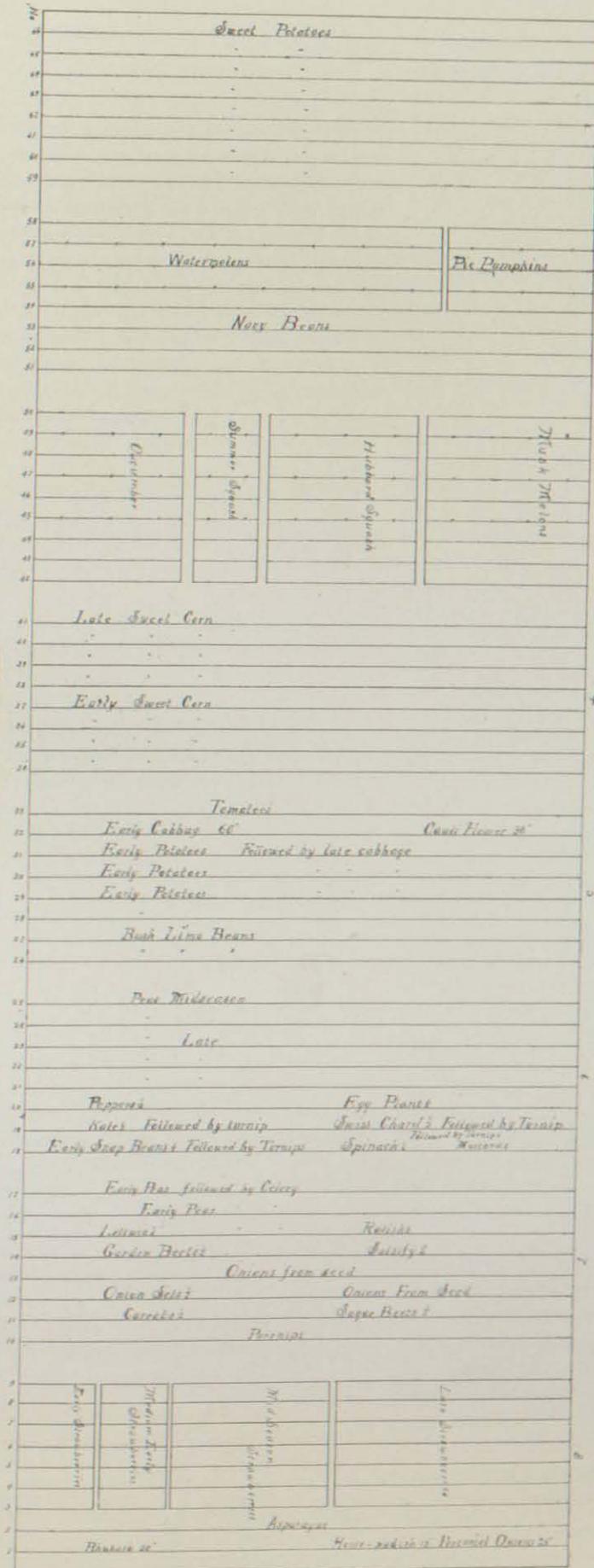
Moisture, air, and heat are necessary for seeds to germinate and grow. Applying the principles of capillarity and the earth mulch, to the planting of seeds, we see at once that it is necessary to firm the soil over the seeds especially when planting an inch or less in depth. If the soil is lightly raked or hoed over the seed it will dry out like the mulch and the seed will be without moisture. But if the soil is firmed over the seeds, moisture will be brought to them by capillarity. In light sandy soils this firming may be done by tramping upon the seed rows, but in heavier soils especially if wet, it better be done with the hoe. In case a garden drill is used there should be a broad flat wheel running behind over the seed row to firm the soil.

THICKNESS OF PLANTING.

Parsnips, salsify, lettuce carrots, etc., are generally sown much thicker than it is desired to have the plants stand and when up are thinned to the desired thickness in the row. This is because such seeds germinate poorly, and because of the difficulty in distributing them evenly in the row on account of their shape and lightness.

Peas, beans, etc., are generally sown from one to four inches apart in the rows depending

Showing the division into sections for the different grades and arrangement of the crops into rows three feet apart for horse cultivation.



upon the size plants grow to, and are not thinned. Beets are compound seeds and cannot be sown the desired distance apart. They have to be thinned. The distance apart and the depth of planting are generally given under the cultural directions of various vegetables.

TRANSPLANTING.

Tomatoes, peppers, egg plants, etc., require so long a growing season and are so tender when young that it is always best to plant them in the hotbed six weeks or months before time to set in the garden and transplant them when weather conditions are right.

The early cabbage, cauliflower, cucumber etc., may be sown in the hotbed in the same way and transplanted in order to have them ripen earlier than when sown in the garden.

Celery, and sometimes onions, etc., are planted in the hotbed or cold frame and then transplanted to the garden. This is better they are so slow to germinate that the weeds get a big start of them before they are large enough to permit hoeing and weeding.

Plants started in hotbeds should be hardened off by either being transplanted to a cold frame or by having the cover of the hotbed removed on warm days for some time before being transplanted.

Remove the covers for only a few hours in the middle of the day at first and as the plants become used to it leave the covers off longer and longer until exposed for the full day.

Good results are often obtained by not watering the plants for two days before transplanting, then several hours before taking them up water thoroughly.

Transplant on a cloudy day whenever possible, or set the plants late in the afternoon. Often the plants are shaded by sticking a shingle or board in the ground and leaning it over the plant or boards are laid on blocks to afford shade. The object is to prevent excessive transpiration and consequent wilting of the plant, before the roots have had time to re-establish themselves and provide moisture. Sometimes pruning is practiced by cutting off some of the leaves or portions of the leaves in order to prevent rapid transpiration.

In transplanting take up as many of the roots and as much of the dirt adhering to the roots as possible with the plant. Place the plant in the hole made where it is desired to have it grow and press the soil firmly around the roots in filling in to make sure they are in close contact with the soil and to assure moisture being brought to them by capillarity.

Specific instructions are given below where transplanting is followed.

CULTIVATION.

Cultivation has three important duties to perform; (1) the conservation of soil moisture by means of the earth mulch; (2) the liberation of plant food by aerating the soil; (3) the eradication of weeds. If the garden has been well prepared before planting; i. e., has been well supplied with manure and humus, cultivation to maintain the mulch will accomplish the two other duties.

As we have seen, the earth mulch should be renewed every ten days or two weeks and following every rain just as soon as the soil is dry enough to work. Cultivate about two and a half inches deep. A good tool for this purpose is the one-horse 14-tooth cultivator. The two-horse cultivators are too unwieldy for garden work. In cultivating be careful not to cover young plants with dirt.

The wheel hoe can be run straddle of the rows before the young plants are large enough for the horse cultivator. Hand hoeing and weeding should be done only when necessary to thin the plants and to keep the weeds from growing in the rows.

To be continued in the June number of the Journal.

Outline of Courses of Study in Agriculture and Domestic Science beyond the Eighth Grade.

THESE is presented below in brief form the Chilocco Course of Study beyond the Eighth Grade. Its completion requires two year's study and those who pursue it to the end reach proficiency as teachers of agriculture or domestic science in the Indian Service, or in other primary schools. Those who do not desire to become teachers will be so equipped that they can go to their own farms and there labor intelligently in the building up of permanent and comfortable abiding places. An additional year will be given to those who desire to better fit themselves for teaching.

An allotment home should mean and must mean, before it will present any attractions, more than eighty or one hundred sixty acres of land with a box house put up out of lease, annuity or other unearned money in the style of architecture in favor with lessees; but there is at present an alarmingly small number of Indian land owners who have any higher conception of the institution. Consequently little value is placed by allottees upon their lands, almost their sole hope of industrial salvation. Every year many thousands of acres are being alienated and scores of Indians made homeless because they do not know how to transform parcels of soil into homes where comfort and happiness may come and dwell with them. It is vital that this knowledge be acquired, and Chilocco's doors are open to offer the chance.

Students must have completed the eighth grade before entering upon these courses.

JUNIOR YEAR, FIRST TERM.

Boys and Girls.

English. Arithmetic and Farm Accounting. Agricultural Botany.

Boys.

Economic Entomology. Shop Practice in Carpentry. (Three hours weekly.)

Girls.

Domestic Science I—Study and Cooking of Carbohydrate Foods. Poultry Keeping.

SECOND TERM.

Boys and Girls.

General History. Physical Geography

Boys.

Agronomy—Farm Crops. Plant Pathology.

Shop Practice in Harnessmaking & Painting.
(Three hours weekly.)

Girls.

Domestic Science II—Study and Cooking of Protein foods. Use of Mineral and Water in Body. Food Production—Study of Growth. Marketing and Storage of Food Material.

SENIOR YEAR, SECOND TERM.

Boys and Girls.

Literature. Physics.
Agricultural Chemistry.

Boys.

Agronomy—Soils. Shop Practice in Blacksmithing. (Three hours weekly.)

Girls.

Domestic Science III—Review of Food Principles. Preservation and Manufacture of Foods. Planning and Serving of Meals.

SECOND TERM.

Boys and Girls.

Horticulture. Rural Economics. English.

Boys.

Types and Breeds of Farm Animals.
Feeds and Feeding. Shop Practice in Masonry. (Three hours weekly.)

Girls.

Domestic Science IV—Invalid Cookery.
Planning and Serving Dinners. Home Sanitation. Division of Incomes

The student will study soils, crops, animals, fruit trees, farm machinery, the operations of tillage, the effects of fertilizers, the results of feeding, etc., in the field, the stable, the orchard, the garden, and the laboratory just as far as practicable. The large school farm with its complete equipment of live stock and farm implements, its large orchard and nursery, and its 120 acres of garden, presents unusually favorable opportunities for the teaching of agriculture, and they will be used to the fullest extent to make the course both thorough and practical.

Agricultural Botany.—This subject covers one-half year and is a study of plant physiology with special reference to the seed and its germination and growth, the growth of plants plant structure, cross-pollination, the laws of plant breeding, etc. Much laboratory and field work accompanies the class-room study.

Agricultural Entomology.—For one-half year the students will study many of our beneficial and injurious insects, a brief course in insect anatomy, stomach and contact insecti-

cides, spraying machinery, and cultural and mechanical method of insect control. Instruction will be given by laboratory and field demonstrations and class-room work.

Agronomy.—This subject covers a year. The first term consists of a study of the principal farm crops, their characteristics, planting, cultivation, harvesting, marketing, uses, and a study of plant judging and plant-breeding. The second term consists of a study of the soil in relation to plant production, dealing with the different kinds of soils and their adaptations, their physical properties, fertilizers, soils, moisture, bacterial action, etc.

Plant Pathology.—This study covers one-half year and consists of a study of the principal plant diseases of our farm crops and many of those of the garden and orchard, together with the life history of the fungi that causes the diseases, and the means of prevention and control.

Agricultural Chemistry.—A study of the elements of chemistry necessary to a thorough understanding of the soil, plant growth, animal feeds, and animal nutrition. It covers one-half year of work.

Horticulture.—This term of one-half year will be for all students in the course. It will cover plant propagation with special reference to budding and grafting, transplanting, etc. A course in vegetable gardening and orchard management including pruning, spraying, cultivation, harvesting, and marketing.

Types and Breeds of Farm Animals.—One half year will be given to a study of the characteristics, use, and care of the varieties breeds of horses, cattle, sheep and hogs. The question of dairying, live stock judging and animal diseases will be given consideration under this head.

Feeds and Feeding.—A study of the food constituents of various farm crops and mill feeds, with special reference to the compounding of balanced rations for our farm stock. Also a study of the care of farm stock as it effects economical feeding, etc.

Shop Practice.—Work will be given in the various shops in carpentry, blacksmithing, masonry, painting, and harness-making, on Saturday forenoons of each week throughout the course to familiarize the students with the use of tools and methods to such an extent as to make them competent to perform the ordinary labors of the kind that may be necessary upon a farm, and the better to enable them to understand the principles and working of farm machinery.

DETERMINING THE HEIRSHIP OF DECEASED INDIANS.

By Supervisor Charles L. Davis.

IN the April JOURNAL was printed a valuable "Outline of Family History," devised by Supervisor Charles L. Davis. The typographer misappre-

hended the full significance of some of the connecting lines in consequence of which the outline was considerably mutilated. It appears below in correct form and is commended to the favorable notice of all connected with the probating of Indian estates.

OUTLINE OF FAMILY HISTORY.

FORM 1

John Harmon, white, living, not enrolled.

Married at Guthrie, Oklahoma, June 10, 1884, by license dated the same day, and still living together, home Whiteagle, Oklahoma.

Mary (Whitehorse) Harmon, born Nov. 1876, living, allt. 85

Charles Harmon, born June 15, 1885, living, allt. 86

Lucy Harmon, born Feb. 12, 1900, living, allt. 87

Anna Harmon, born March 1, 1903, died Oct. 5, 1911, allt. 88

OUTLINE OF FAMILY HISTORY.

FORM 2

Henry Whitehorse, born 1851, living, Ponca, allt. 60

Married by Indian custom in 1875. Lived together until death of wife.

Winona, born 1855, died Nov. 4, 1899, not enrolled at Ponca,

Allotted at Santee Agency, Nebraska.

Mary (Whitehorse) Harmon, born Nov. 1876, living, allt. 85

Married at Guthrie, Oklahoma, June 10, 1894, by license dated the same day, and still living, allt. 86

John Harmon, white, living, not enrolled.

Charles Harmon, born June 15, 1895, living, allt. 89

Lucy Harmon, born Feb. 12, 1900, living, allt. 86

Anna Harmon, born March 1, 1903, died Oct. 5, 1911, allt. 88

Frank Whitehorse, born 1858, living, allt. 90

Married according to laws of Oklahoma Territory May 7, 1902, and divorced in Kay County, Sept. 10, 1910.

Susan (Red Fox) White, born May 6, 1882, living, allt. 91

Ellen Whitehorse, born June 10, 1904, living, allt. 92

Decreed to mother at time of divorce

NEWS OF THE WORK AT WESTERN OKLAHOMA SCHOOLS.

Reported by Supervisor Freer.

Plans are being prepared for a model house-keeping cottage at the Osage Boarding School.

Mrs. Mary Johnson has recently visited the schools of the Kiowa reservation in her capacity as Normal Instructor.

At the Cheyenne & Arapaho School near El Reno, they manufacture their own floor-sweep out of sand, saw-dust and linseed oil.

The Fort Sill Indian School band, a fine looking organization of twenty-six pieces, will demonstrate its musical ability at the coming Meet at Anadarko.

Mr. P. H. Sayles, who has for several years been principal of the Riverside School at Anadarko, left early in April for Keshena, Wisconsin, where he assumes a similar position.

A girls' class in Kiowa bead-work has been successfully carried on at Rainy Mountain during the past winter under the instruction of Miss Satepauhoodle, assistant seamstress.

Mr. Charles Eggers, supervising principal of the Kiowa reservation, is expecting soon to be able to travel over his territory in a Ford runabout to be furnished by the Government.

The Kiowas and affiliated tribes, whose reservation covers eight counties in whole or part, now have 199 children in the public schools, an increase of 22 during the past quarter.

Dr. Ferdinand Shoemaker, accompanied by his official photographer, Mr. Singleton, made medical and sanitary inspections and gave illustrated lectures at the Osage, Pawnee, Ponca, Otoe and Sac and Fox schools in Oklahoma.

Dr. W. E. Van Cleave of Tohatchi, Fort Mohave and Darlington, in recognition of his good work for the Indians, has been tendered and accepted a promotion to the position of field physician with eye-work as his specialty. He expects to leave Darlington during the present month.

Few Oklahoma physicians have a larger practice than Dr. C. A. Freeman of Geary,

contract physician for the Cheyennes and Arapahos. From April 1, 1912 to March 31, 1913, Dr. Freeman prescribed for 1328 cases of Indian illness and traveled 2985 miles visiting sick or ailing Indians.

The Athletic Meet and Declamation Contest of the schools of the Kiowa, Comanche and Apache reservation was postponed until April 24, 25 and 26 owing to the existence of measles at the Anadarko school at the time originally set. Since the JOURNAL goes to press before a report of the Meet can be received, the account of it will appear in the June number.

The reading circle at the Otoe School, which has met regularly each week during the winter, is participated in by all of the employees, both of the agency and the school. The reading of vocational literature was interspersed at times with lighter matter, notably with the very amusing "Miss Minerva and William Green Hill; and with lectures by different employees. The Otoe people would not willingly give up their reading club.

Mr. John Charles, Supervisor of Construction, visited the Rainy Mountain, Fort Sill, Riverside and Anadarko schools during the past month. The matter of a site for the proposed hospital and home for the aged for the Kiowa, Comanche and Apache Indians, for which Congress has appropriated \$40,000.00, received Mr. Charles' consideration and it is understood that the hospital will be built near the Fort Sill Indian School.

GENERAL NEWS IN BRIEF.

The Native American, Phoenix, Arizona.

Mrs. B. M. Wade, two daughters and two sons, arrived Friday morning from Riverside, Calif., to join Mr. Wade, who has been here for more than a month as farmer. They occupy the quarters vacated by Mr. Stallard.

William Paisano arrived Tuesday night with seven boys and two girls from Laguna, New Mexico. Mr. Paisano brought a nice party of Pueblo pupils, and he is so well pleased with Phoenix that he wants to go to school himself.

Mrs. Elsie E. Newton, supervisor, arrived in Phoenix Tuesday morning for an official visit to Phoenix Indian school. It has been just about a year since Mrs. Newton was here and she has just lately visited Sacaton, Yuma, Rice and San Carlos schools. She re-

ports much progress in the field work along domestic science lines.

Jose Norris and Florence Jacobs, two outing pupils, were married Tuesday afternoon by Rev. J. C. Vanderlas in Phoenix at the home of the outing matron, Miss Chingren. The bride graduated at this school last year, and is a Klamath girl from Hoopa Valley, while the groom is a Papago who has been working for several years in Phoenix.

THE WORK AT WESTERN OKLAHOMA SCHOOLS.

Reported by Supervisor Freer.

Mr. H. E. Russell has been appointed to the position of Principal at the Riverside School, Anadarko, Oklahoma.

At the recent Caddo County Junior Agricultural Club Contest held at Anadarko under the auspices of the Caddo Teacher's Association, a number of the Indian girls of the Riverside School entered the competitions with specimens of needlework and cookery with most creditable results. Alice Rickard took the first prize for shirt-waists, Sarah Fraizer first for aprons, and Minnie Williams first for samples of hemming, patching, darning, overcasting and button-holes, while Nina Fraizer took first for bread. One of the conditions was that "Before a girl is eligible to enter the cooking contest she must make from three to five loaves of bread each week for at least five weeks," insuring thoroughness and understanding. Minnie, winning the greatest number of points in both sewing and cooking, received also an extra premium of the value of five dollars. Thus the Indian girls far outstripped their white sisters.

The thanks of the School are heartily given to Miss Nettie Daniels, county superintendent of schools, for her fairness and kindness toward the Indian girls.

NEWSY ITEMS FROM EVERYWHERE

E. W. Allen, for a number of years chief clerk at the Nez Perce Indian agency, has been transferred to Crownpoint, New Mexico.

The Sioux Indians of the Cheyenne River Indian reservation, between the ages of twenty-one and thirty, will each, this spring, be supplied by the general government with twenty-two heifers, one team of mares, one wagon, and fifty dollars in cash. Each of these Indians is to be given the option of taking \$500 each in lieu of this allotment

of property, and in either case the red men of that agency will have a nice little sum of cash or property to help them along on the road to financial independence.

The Interior department under Secretary Lane is following the policy of the Fisher administration in approving oil and gas leases on land in the Osage Indian country. Secretary Fisher outlined the regulations for leasing these lands last summer and later the Osage council and Chief Bacon Rind were ousted by Fisher for their refusal to abide by the terms.

The new council, with Lookout as chief, was installed in February and granted five leases which Fisher approved prior to retiring. The Lane administration has approved three more or a total of 25,000 acres leased under the new regulations. The lands lie northwest from Osage City and Hominy.

The average daily attendance at the Albuquerque United States Indian school for the three months ending with March 31, last, was 344.8, according to the quarterly report just completed by Superintendent Reuben Perry of the school. This report contains some other interesting figures, and indicates that the school has been doing most thorough and efficient work. There are enrolled 251 Pueblos, 86 Navajos, 10 Apaches, two Chippewas and one Sac and Fox. There are 325 full blooded Indians, one three-quarters blood, Twenty half bloods, three quarter bloods and 1 pupil with one-eighth strain of Indian blood.

The grades range from the kindergarten to the ninth grade.

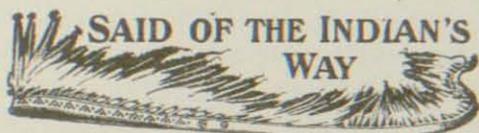
The value of farm products consumed during the quarter was \$670, and articles were manufactured by the Indian boys and girls in the shops and sewing rooms amounting in value to \$1,233.

A VISION OF HOME

Related by Miss Gertrude M. Golden

A third grade Navajo boy, of a somewhat sporting disposition, during the recent home-building contest was asked to go to the board and put down the articles he considered would be necessary in a home and the cost of each. The following was the result:

One automobile.....	\$7000.00
Two cups.....	.25
Two donkeys.....	00.00
Six base-balls.....	3.00
Three ducks.....	1.00
Four sheep.....	10.00
Total	\$7014.25



Indians Vow Fealty on site of statue

Majestic, silent as figures of sculptured marble they stood, yesterday, on the highest green terrace of Fort Wadsworth, sharply outlined against the sky, in the full regalia of war paint and feathers—thirty great chiefs of red tribes of the West.

Around them were massed government troops, muskets in hand. Facing them stood the President of the United States in silk hat and frock coat. Far below, on another green terrace were thousands of white men and women, faces upturned toward the picturesque group so sternly immobile in the drifting fog.

Suddenly the massed bands at the rear struck into a weird strain. It was "The Indian's Requiem," the swan song of a vanishing race. As the notes rose and died over the post, garrisoned by the men whose fathers they fought at Little Big Horn and Wounded Knee, the greatest chiefs of the fierce old tribes, grasped thirty trailing ropes and slowly hauled aloft the Stars and Stripes. Higher and higher went the flag until it reached the masthead where its silken folds broke suddenly into full glory and the band swung into "The Star Spangled Banner."

The Chiefs raised their bronzed hands and swore allegiance to the flag. It was the impressive moment at the ceremonies of the breaking of ground for the American Indian Memorial.

Many suns ago, when the buffalo were thick on a thousand plains and the red man's tepee was everywhere, the hand of the Indian was raised against his white brother. It was then that Two Moons led the Northern Cheyennes, in all the pride of his young strength, against the great white chief whom they called Custer. Now Two Moons is very old and blind. He walks with the aid of a great staff. He has smoked the pipe of peace with the pale faces, the tomahawk is buried and the plow furrows his lands. So when it was whispered in his ear on the Western reservation that the white man meant to do him the land and the white men built toward the sky, in the cities, the soldiers drove the red man from place to place and he had nowhere to lay his head. But, yesterday, when

the big chief of the nations stepped off the white man's vessel the soldiers were there to meet them, not as messengers of war but as heralds of peace. They presented arms as the chiefs walked between them up the hill and fired their big guns.

Then the Great White Father came, stretched out his hands and said "How." That made the Indian very glad. The Great Father spoke fair words and the Indian listened with all his ears, for they were such words as he wanted to hear. They were full of friendship.

The Great Father dug a hole with a thigh bone of the buffalo, and there the white man will build his statue.

Red Hawk stood out from among his people and answered the Great Father. He raised his hand toward the sky and spoke in the soft tongue of his nation, the Cheyennes which is like the music made by running water. And as he spoke his words were translated for him into the speech of the pale faces.

President Taft's address was very brief. Among other things he said:

"For two centuries the North American Indian has had a right to be treated, not as a relic of prehistoric man, but as an existing force with great and immediate and direct influence upon the settlement and development of this country by the white race. It is appropriate, therefore, that this race which controlled North America for centuries before the white man came here should have a memorial in this great sea entrance to the North American continent."

Long moons from now when all the chiefs, who helped raise the flag yesterday, are dead, the figure of the Indian chief, lonely and massive on the green hill, will stand with its face toward the rising sun and the old world, and its back towards the new to typify the glory that has gone and a race that is no more.

—Minneapolis, (Minn.) Journal.

Famous Sioux Chief Dies.

Hollow Horn Bear, big chief of the Sioux Indians on the Rosebud, S. D., reservation, and probably most famous of all Sioux chieftains, died here early today of pneumonia. For sixty-four years the big chief had defied death on the war path, the plains, the mountains and the forest, but the inclemency of March weather in Washington, where he came to attend President Wilson's inauguration, was too much for the old warrior. When he was stricken last Wednesday, the young chiefs of

his party consented to take him to the pale face medicine men at a hospital, where it was seen there was no hope.

Hollow Horn lingered in a semi-conscious condition until early today, when just about the time the breakfast smoke was curling through the tops of his people's tepees on the Dakota reservation, the Great Spirit called him to the Happy Hunting Grounds.

Born a pagan, Hollow Horn died a devout Christian. The Rev. William H. Ketchum, director of the Bureau of Catholic Missions, gave him the last rites. His body will be laid to rest with those of his ancestors out West.—Washington, (D. C.,) Post.

Chippewas Making Good Lumberjacks.

Following is a dispatch recently sent out from Grand Rapids, Mich., and published by the Minneapolis Journal.

That the Chippewa Indian is solving the problem of labor in the woods of northern Minnesota, was a statement made by Captain William O'Neil, in charge of the logging on reservations.

There are several hundred young bucks on the White Earth reservation and while the contractors outside the Indian country have been forced to limit operations for lack of help, the Indians have crowded the reservation camps in search of work, thus making the maximum cut possible.

"The Indian has undergone a big change in the last fifteen years," said Captain O'Neil. "He used to be the laziest person imaginable, so lazy he would rather starve than work. The new generation is entirely different. They are at least as industrious as the average white men. They are better men in the woods than the lumberjacks left in this country since the genuine breed responded to the call of the big timber country of the west. They have solved the labor problem in the districts in which they live. Practical methods of education have worked the change."

—St. Paul, (Minn.,) Pioneer Press.

Wyandot Indians Keep Old Cemetery.

The United States Senate recently passed an act restoring to the Wyandotte Indians their ancient cemetery, comprising nearly a square of real estate in the center of Kansas City, Kan. The site is valued at about \$100,000. The bill previously had passed the house. The legislation will put an end to a controversy

that had found its way into the United States courts.

Some years ago an item crept into the Indian appropriation bill authorizing the sale of the Wyandotte Cemetery and the transfer of all bodies of former members of the Wyandotte tribe. When an effort was made to remove the bodies, Miss Noble, a descendant of the Wyandotte tribe, whose ancestors were buried in the Indian cemetery, stood guard over their graves with a rifle and defied the removal.

She was arrested and her case got into the United States District Court, and by appeal came to the Supreme Court of the United States, where she appeared in person and defended her action. The Supreme Court remanded it to the Federal Court, where through the intercession of Senator Curtis, action was suspended until Congress could have time to reconsider the legislation directing the sale of the cemetery.

The bill now goes to the president, who has assured Senator Curtis he will approve it, and Miss Noble's case in the Federal courts will then end. —Kansas City, (Mo.,) Journal.

Will Clear Many Acres Belonging to Indians.

Clearing about 100,000 acres of cut-over or logged-off lands belonging to Indians throughout the country, of which about 10,000 acres are in Oregon reservations, is promised from plans which the Indian service is now working out. Oscar H. Lipps, supervisor of the Indian service in the northwest, is in the city, conferring with Walter H. Graves, a specialist in logged-off land clearings, and formerly a reclamation engineer for the Indian service. This conference is said to be taking definite form. Supervisor Lipps wants to be shown what can be done in the way of economical clearing by the new system which Graves is developing, and when assured of its economy and general efficiency is ready to have important working tests made on northwestern Indian lands.—Salem, (Ore.,) Statesman.

Plans to Educate Utah Indian Bands.

For the purpose of formulating some plan to assist the Indians of San Juan county, Representative Francis Neilson, L. H. Redd and Charles Lyman, two San Juan county citizens, conferred with Lorenzo D. Creel, agent for scattered bands of Indians in Utah, at his headquarters in this city. Bands of

Utes and Piutes are at Allen canyon, Montezuma canyon and many are scattered over the reservation south of San Juan river, and all desire some provision for the education of their children.

The majority of these Indians own land and raise very good crops during the summer, but congregate in the vicinity of Bluff for the winter, where the weather is less severe. It was decided that Mr. Creel should go among them as soon as the weather will permit, investigate carefully and if possible arrange to open a day school during the winter months at Bluff. The residents of the county are enthusiastic over the proposed arrangement and promise all the assistance possible.—Salt Lake City, (Utah,) Times.

Y. M. C. A. Asks Aid for Friend of Indians.

Pledges of \$1 and up are being asked to assist Stephen Jones to carry on his Y. M. C. A. work in the Indian reservations of the northwest. A letter has been sent out by Fred A. Anderson, secretary of religious work for the Y. M. C. A., in Minneapolis, representing Mr. Jones' cause and asking assistance. He said today: "If Jones doesn't do this work, it won't be done. If we don't make it possible for Jones to live he can't continue to help his people. His people, weak, and friendless as they are, need your help. Stephen Jones' work is to help the associations which seek to teach the Indians how to work, how to live clean and right lives. Through the Y. M. C. A., organizations on the reservation thousands of young Indians are being given physical, mental and religious instruction. Some of the Indians walk ten miles to attend class. Jones' salary is about \$600 a year, and the Minneapolis association is trying to raise at least one-third the amount.—St. Paul, (Minn.,) Pioneer Press.

Canadian Predicts Increase of Indians.

While many Indian tribes in the United States and Canada are decreasing in numbers and are nearly extinct, Y. N. Wilson of Macleod, Alberta, Dominion Agent of the Blood Indian Reservation, largest in Canada, yesterday stated that he believed that the Indians are passing through a period of transition and that the younger generation will be so fitted to civilization that they will overcome the influences that have tended to decrease their numbers and will gradually be-

come as other races and show as much natural increase. Wilson is stopping at the Auditorium Hotel.

He further stated that this is already apparent in a number of tribes both in this country and in Canada. The elements that have tended to decrease the ranks of the Indians, he said, were tuberculosis and scrofula. These diseases, he said, were peculiarly fatal to the Indian because they are an open-air people and having been placed on the reservation, they have taken to crowding large numbers in small houses and have given up tent and tepee life during the winter months.

Wilson stated that while the Indians would become able to combat this scourge, yet in the end he would entirely disappear, having been assimilated in the new race that is forming out of the cosmopolitan population of America. This would result sooner in the United States, he said, than in Canada, for in this country the Indians were more prone to intermarry with other races.—Los Angeles, (Cal.) Examiner.

Monument Asked for Indian Hero.

A monument on Lake Mille Lac over the grave of Mou-Zoo-Maun-Mee, Chippewa chief, is proposed in a letter by Theodore H. Beaulieu, White Earth, to Senator C. S. Marden.

The chieftain hastened to Fort Ripley in 1862 and offered his services to the government in the war against the hostile Sioux tribe.

"Today in an underbrush rests in silent slumber the remains of this untutored friend and nobleman," says the letter.—Minneapolis, (Minn.) News.

Will Work With Indians.

Y. M. C. A. and Y. W. C. A., work may be extended among the Indians of Nevada if plans under discussion are carried out. While things at present are in a formative stage, it is proposed to have a building erected near the Carson City Indian school as headquarters. It is not only desired to extend religious work among the Indians, but also to direct and foster the learning of the younger generation to athletics. The government is already establishing a gymnasium in the Carson school.—Salt Lake City, (Utah) Times.

Supervisor Davis has recently secured offers to furnish for the Navajo Indians a lot of range-grown grade Percheron stallions, at from \$285 to \$330 each.

Agency and School News

New Indian Agent.

The news comes from Ashland that P. H. Everest assumed the position of disbursing agent at the La Pointe Indian agency, the post recently vacated by Major S. W. Campbell, of this city, the latter part of last week and that he is now in a position to measure the potent force of the saloon gang who have been fighting Mr. Campbell, the "Committee of ten" and the better element of Ashland for a decade, back to get possession of the two million dollars inheritance of the redman.—Chippewa Falls, (Wis.,) Star.

More Indian Land Title Suits ready.

Additional suits involving titles to ninety-nine 80-acre tracts of land in the White Earth Indian reservation, supplemental to suits already filed in involving title to nearly 1,300 such holdings, are included in a bill drawn in Minneapolis to be filed by the government today or tomorrow at Fergus Falls. The government asserts that the original deeds for the land were given by full-blood Indians not entitled to alienate their property.

The cases have been held together as a unit for filing purposes, waiting the operation of the new ruling of the United States supreme court permitting the combination of suits into one bill to save time, detailed labor and expense. W. A. Norton, special assistant to the attorney general, who drew the bill, says the land involved is worth approximately \$500,000, including the present bill and two more he expects to draw in the near future.

A Chief's Farewell Conference.

The following article is taken from *The Reveille*, the Indian school paper published at the Fort Apache Agency and School, White-river, Arizona, and is republished to show the fact that Indians *are* appreciative of good work in their behalf.

In compliance with the request of Alchesay, the head chief of the White Mountain Apaches, twelve representatives of different bands of the tribe and a large number of Indians came in from all parts of the reservation on the 30th

day of December.

The White Mountain Apaches have been for the last twelve years under the jurisdiction of C. W. Crouse, as their superintendent.

Time and again it has been said that Indians are not appreciative. Those who are in favor of what has just been said would have been perfectly satisfied that this is not true had they been present at this special time.

Chief Alchesay opened the farewell conference and, having the first opportunity to speak, said: "My idea in getting you together to day is to have a talk with our superintendent who, I understand, is going to leave us in the near future. As your head chief, I have tried to be for that which would be of most interest and benefit to you as a tribe. I have been to Washington once and there all that I had to say, as near as I could make it clear, was that which would be of some true meaning to you. Part of my early life I spent as a government Indian scout.

"As a scout I helped you to live in peace. I wish you all to join me in extending our thanks to Mr. Crouse. Our superintendent, we owe many thanks for the interests which you have manifested in us. We are thankful for the encouragement which you have willingly made for our advancement and benefit."

John Taylor, representing the Cibecue country, said: "I come with the best interests of my people. There are, at Cibecue, some good Indians and no doubt there are bad ones too. But I suppose it's that way everywhere and not only at Cibecue. I came many times heretofore to tell you the different needs and wants of my people. To-day I come to thank you for some of the good results we have received from the government through your good work."

Altaha, known as R-14 on the reservation, rode in just in time to say a few words. Altaha, of Cedar Creek, and the "millionaire" of the tribe, said: "I believe in a man who means every word he says. My business, personally, which is much larger than any other of my tribe, has developed to a great extent through your encouragement and advice. I have depended on you a great deal and have always found you ready to help me. My appreciation will be with you wherever you may be."

The writer is an Apache and wishes to say a few words in behalf of his tribe. As a good white man compels his child to get an education, a stronger rule should be enforced on the Apaches to have their children sent to

school. It can be clearly shown in several cases where on this reservation some are making good profit in farming. The same can be said in stock-raising. It appears, also, that none but those who have been off to some distant school and who have been in closer contact with the laboring white men, are most progressive. Altaha, although an Apache who never went to school one day in his life—who cannot speak a word of English—admits the life he is enjoying comes from a watchful observance among successful stockmen. This Indian pays his share of grazing fee the same as white permittees on the reservation.

The Apaches, as a tribe, generally act as one and they think and feel very much as other people when educated. We are truly indebted to the government for the progress we have made during Superintendent Crouse's administration especially, for we were certainly on the road of darkness on which the Apaches have been traveling so long.

The resources of the Fort Apache Indian reservation are such that if properly developed they will afford the Indian a fairly good living. It is necessary that the administration of this reservation be in the hands of honest and competent Indian friends in order that the Indians may enjoy the fruits of their labors and their rights be carefully looked after.

Big Sale of Indian Land.

J. George Wright, commissioner to the five civilized tribes, has issued sale orders for the remaining unallotted lands in the Chickasaw and Choctaw nations. The sales will start in Chickasha, Grady county, May 1, and close at Idabel on May 15. Two classes of land will be sold—those which failed to sell in May, 1912, amounting to 115,000 acres; 90,118 acres in the Choctaw nation, which were removed from sale in 1910 on the supposition that they were timber lands, but which have not proven available for timber purposes. There is no fixed appraisalment, and the land will be sold to the highest bidder. The lands do not include the surface asphalt and coal segregated lands, and the purchaser will receive all title and fee in the property, both surface and mineral. The acreage in the different counties and dates of sale are as follows:

Chickasaw Nation.

Grady county, 3,311.96, May 1.
Jefferson county, 5,445.62, May 2.

Stephens county, 2,320.56, May 3.
Love county, 10,095.88, May 3.
McClain county, 2,581.85, May 5.
Pontotoc county, 4,727.19, May 5.
Garvin county, 999.32, May 6.
Murray county, 1,893.52, May 7.
Carter county, 1,201.27, May 8.
Marshall county, 2,015.74, May 9.
Johnston county, 2,111.54, May 10.

Choctaw Nation.

Atoka county, 9,168.33, May 6.
Bryan county, 5,123.56, May 7.
Latimer county, 1,233.65, May 8.
Pittsburg county, 14,671.82, May 9.
Haskell county, 12,875.52, May 10.
LeFlore county, 6,690.71, May 12.
Coal county, 3,324.07, May 12.
Hughes county, 4,681.14, May 13.
Pushmataha county, 4,068.55, May 13.
Choctaw county, 4,745.56, May 14.
McCurtain county, 12,189.79, May 15.

Also the following tracts not at less than certain prices varying from 50 cents to \$13 per acre, lands not heretofore advertised:

Latimer county, 30,275.29, May 8.
Pittsburg county, 3,320.00, May 9.
Haskell county, 19,566.50, May 10.
LeFlore county, 26,218.50, May 12.
Pushmataha county, 10,738.50, May 13.

Wichita, (Kans.,) Eagle.

Indian Christian Endeavorers.

The annual Roll Call of the Indian Christian Endeavor Society, held recently in the Hampton Institute Museum was of unusual interest, in spite of the small number of Indians now at Hampton.

The Society had sent out 219 letters of greeting to former students, to which replies were received from twelve states and a province of Canada. The letters were full of counsel for the Indians now in school and of congratulations on their courage in remaining to work their way through Hampton after having been supported by the Government.

Expressions of loyalty to the school were numerous and more than one writer expressed his conviction that "Hampton is the best place for Indians to get their training."

Among the writers were homemakers, teachers, farmers, letter carriers, nurses, Government employes, and other busy workers who, one and all, ascribed to the training received while at Hampton, their ability to earn a living and to help their people.

—The Southern Workman.

TRUXTON CANYON NEWS.

Mrs. Mulliken is steadily improving and we hope to soon see her around again.

As the prize is permanent we will have a chance to compete for it again next year.

A car of alfalfa hay came last Tuesday and is now in our barn ready to make the horses and cows glad.

Dr. Mulliken and Mr Shell were called to the ranch of Carrow Bros. last week on account of the sickness of Jim Fielding.

Frost Querta and Wesley Sullivan, two of our big boys, left for Needles the first of this week where they have work.

Mack Tokespeta, who is a returned pupil from Phoenix school, has been helping Mr. Smith with his concrete work the past week.

The Society of American Indians is to be congratulated for what it is doing to stimulate the school boys and girls along educational lines.

Miss Mary Harris of Shawnee, Oklahoma, is the new assistant who came last week and has been detailed to help Miss Sinard and Miss Somers with their work.

Miss Rachel Somers, Miss Woodworth, Mr. Harvey Hart, Mr. C. M. Hart and Mr. Shell left Friday evening to go to Grand Canyon and returned Sunday evening.

Mrs. Turk, the wife of the operator at Crozier, Miss Hudson, her sister, Miss Clara Aitken and Mr. Fontain, a civil engineer for the Santa Fe railroad, were visitors here on the 8th.

Miss Sinard and her Domestic Science girls have been entertaining some of the larger boys and the assistants in her department and all who have been so entertained say that the girls are very fine cooks.

The Farmer sowed alfalfa Friday and is preparing to plant some potatoes and artichokes next week. Potatoes are rather an experiment this year as we have been advised that they will not grow here.

Mrs. White, our matron, was called home to Trinidad, Colorado, the first of the month to bury her sister who has been an invalid for many years. Mrs. White returned on the 7th. During her absence Miss Somers had charge of the girls.

We have sent several of the pupils home ill this month, as an epidemic of whooping cough has been giving them trouble and some were very weak as a result.

GENERAL NEWS IN BRIEF.

An Oneida Indian, Eli Skenandore, clerk of the town of Hobart, Wis., has been selected as a juror in the circuit court. It is thought that this is the first time in Brown county an Oneida has been chosen for this duty.

A recent dispatch from Carson City, Nevada, gives this information: A bill has been introduced in the Assembly to petition the Government to set aside land for the Washoe Indians in this state. These Indians are the only ones without a reservation and are not wards of the Government.

The Indian agency near Rocky Ford is to be closed at the suggestion of the government. For several years past Rocky Ford has been the headquarters for one of the agencies of Indian labor and during several months of the year the boys from the Indian schools have been given labor in the fields near this station.

The buildings on the Indian reservation farm near Colquet, Minn., are to be repaired, money having been allowed by the Indian department for the purpose from the funds provided for use in Colquet. The barns will be moved away from the road and placed back of the house, which will be painted and otherwise repaired. A registered percheron stallion has been shipped to Colquet from Genoa, Neb., to be used on the reservation, the animal having been purchased by the Indian department.

United States Indian Agent Norris is asking bids for supplying 1,200 head of cattle for the Shoshone and Arapaho Indians located on the Wind River reservation in Wyoming. This is the first cattle purchase for several years and it is intended to be the beginning of Indian herds on the reserve. A number of years ago the Indians had some fine herds and there has been much discussion as to the manner in which the cattle disappeared. Since then the Shoshones and Arapahoes have gone hungry.

A petition is being circulated among the Indians to have the Klamath Reservation thrown open. This would result in the allotment of the lands among the Indians and the remainder would be sold for their benefit. The progressive men of the tribes favor the movement. Some white men favor it, saying the tribes as a whole are making no progress toward self-support under the present system.

The county would be benefitted, for the present reserve interferes with progress in making roads and in other ways.

In and Out of the Service

Indians Disagree on Property.

At the general council of the Nez Perce tribe held at Lapwai, Idaho, to discuss the proposed sale of a part of the tribal timber it developed that there were three factions. One faction advocated the sale of the timber, provided the entire proceeds be paid to the Indians; another party wished to allot the tribal lands to the Indian children who have no land; the third division was opposed to any change in the status of the tribal property. After a full deliberation the council voted to reject the offer of the secretary of the interior concerning the sale of the timber.

—Milwaukee, (Wis.) Free Press.

Foreigners Want Indian School.

Finlanders and Indians are at loggerheads over a country school in the Dora Lake country, thirty miles north of Grand Rapids, Mich. The Indians object to the methods of teaching necessary to impart a working knowledge of English to the young immigrants, and want straight English, or, as they call it, "The American language," taught in its purity. They are perfectly willing that their neighbors from the old world shall have an education, but say the proper plan would be to give them a separate school. The Indians are sustained by the English-speaking whites, only a few of whom live in the neighborhood. The district will probably settle the dispute by building a separate school.

—Grand Rapids, (Mich.) Star.

Large Sale of Indian Lands.

The largest single sale of land that has been made in this part of the state in recent years, has just been closed by C. G. Wilcox and son of Depere, who, by this sale, dispose of all the land held by them on the Oneida Indian reservation. The sale was of 1,500 acres to T. P. Silverwood of Green Bay, a former city attorney. The deal was effected by P. W. Silverwood, real estate agent, and farmer of Seymour. C. G. Wilcox and his son were pioneers in opening up the Oneida reservation. They began eight years ago in that work and they have purchased and disposed of approxi-

mately 15,000 acres of Oneida lands. Much of this was sold to farmers, who are now clearing and improving it.—Depere, (Wis.) News.

Indians Make Good Laborers.

The physical powers and endurance of the Piute Indians were demonstrated and attracted considerable attention during the building of the Reinhart new store and bank. These structures were built of concrete and the men working at mixing the cement with the gravel had to work very fast. Wheeling mixture in wheelbarrows was very trying, as the loads had to be delivered as quickly as possible to prevent the cement from 'setting'. Few white men could stand the strain and still fewer would. American laborers are coming to have more and more of a prejudice against hurrying, and if the boss should suggest a little more speed it is considered the proper thing to tell him to go to Hazen. One white man tackled the work and held out thirty minutes, when he quit. A colored man lasted twenty minutes and was sent to the office for his time. He was allowed half an hour's pay. Every day white men looking for work went to the building, looked and turned away without asking for work. Many tried and held out for a day or two. Several Piutes stayed with the job as long as it lasted. They were paid \$3.50 a day of eight hours.

—Oelwein, (Iowa.) Register.

Profits in Farming.

The report of the Carlisle Indian school for the last year shows a success that would be amazing to anyone unfamiliar with the new developments in that direction. The fact is that the Indian schools of the country at the present time are in advance of many public schools; particularly in what one might call manual training applied to agriculture. For example, at Carlisle, Pa., last year, there was an income of \$9,640 from work in the fields on an actual investment of \$2,642.

—Central Christian Advocate.

The statement of profits is equally amazing to those familiar with farming operation even though it appears in a religious journal.

An exchange says that alcohol will remove grass stains from summer clothes. It will also remove summer clothes and also spring and winter clothes.



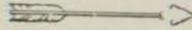
IN THE COUNCIL TEPEE

A FRIEND OF THE INDIAN.

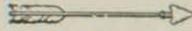
The Outlook has expressed below the sentiments of the *JOURNAL* respecting Chilocco's dear friend the late Dr. Roe so beautifully that we are content to reproduce without addition or subtraction.

The Rev. Walter C. Roe, D. D., for many years a missionary working under the auspices of the Women's Board of Domestic Missions of the Reformed Church in America in Oklahoma and its adjoining Territory, died March 12 in Nassau, West Indies. When Mr. Roe and his wife went out to work among the Indians in Oklahoma in 1897—Oklahoma at that time still being a Territory—They lived like the Indians themselves, traveling about in wagons and living in tents wherever the night found them. Beginning their work in this simple way among the Cheyennes and Arapahoes, making the Indian Agency at Colony their general headquarters, their work developed until it included missionary endeavor among Indians of various tribes not only in Oklahoma but in Nebraska and New Mexico. In addition to his general missionary work, Mr. Roe was the pastor of the Indian Mission Church in Colony. While not officially connected in any way with the Government Agency School at Colony, through his pastoral relations Mr. Roe came into close touch with the children as well as the mothers and fathers for whom that school and agency were carried on by the Government. Not only this; he and his wife established an industrial enterprise known as the Mohonk Lodge because it was the gift of the Mohonk Conference in 1898. Mohonk Lodge served the Indians in various directions—as a hospital, as a convalescent home for the sick, as a refuge for those suffering either morally or physically, and as a school for developing not only the mechanical arts of our own civilization but for saving, encouraging, and maintaining Indian arts and industry, such as basket-making, blanket-making, etc. The influence of Mr. Roe's work extended even to the Pacific coast. This brief resume of the work carried on by Dr. and Mrs. Roe will explain why it is that at his death many touching letters and telegrams have been received from the Indians themselves testifying to their affection and gratitude to him for his work among them not only as teacher and pastor but as a veritable brother. For example one letter, written in a hand which would do credit to a college graduate, came from an Indian woman who five years ago was notorious for her drunken lawlessness, expressing the sense of indebtedness of herself and her two daughters. A tribal message of sympathy was received from the Winnebagoes. A telegram signed by Two Crows, Bull Looking Around, Lizard, and others, said: "We Indians feel like the light went out when we heard of the death of Iron eyes [Dr. Roe]. He leaves his mark. We will do our best to take part in the world harder than ever before." A number of touching letters from the Indian children in the Colony Agency, representing, as one of them says, the Cheyennes and Arapahoes, clearly indicate that the Indian, even when only a short way on the road from savagery into civilization, is capable of the most tender sentiment and of the deepest gratitude. Dr. Roe, widely known among all active Indian workers, like so many pioneers and martyrs, did not obtain the fame or ecclesiastical honor which comes to those working in the great centers of civilization; nor did he seek it or care for it; yet many epitaphs on the monuments of the great seem to us less beautiful and less desirable than this tribute which was prepared for his funeral service by an Indian fellow-worker: "The Indian, not over-rich in wise, capable sympathizers, has lost a great friend who fought for his temporal, moral, spritual welfare. His voice was lifted up in their councils and among the Nation's councilors and and legislators for the Indian. The Indian, in his ignorance, may not know it, but another champion for the weak and oppressed has fallen."

the past conferences, Mr. Albert K. Smiley, of blessed memory, will be seen no more at these gatherings.



LUCKY APACHES. Supervisor William M. Peterson so well and favorably known throughout the service has received the appointment of Superintendent in charge of the White Mountain Apache reservation and school. The problems to be worked out at that place are many and intricate and no better man could have been put at the job.



The Lewiston, Idaho, Printing and Binding Co., has just issued a pamphlet, of 90 pages, written by Supervisor O. H. Lipps and containing a compilation of "Laws and Regulations Relating to Indians and their Lands." It has been carefully prepared is artistically printed and bound and its authorship is a guarantee of its trustworthiness. Those who have to do with Indian estates will find it very valuable.



Many of the ladies of the country are indignantly denying the propriety of the recent somewhat general discussion of their wearing apparel by the other sex. Were this discussion merely a matter of criticising the taste of the fashion makers and followers the objection would be well founded; but when the prevailing styles begin to transgress the accepted ideas of decency the question becomes one of morals, and men, particularly those who stand in the relation of parent, are warranted in giving it consideration.



"The Society of American Indians" which was formed at Columbus, Ohio, should not be confused with "The Brotherhood of North American Indians" which came into existence in Washington, D. C., soon afterward. The organization first named is born of an unselfish desire to assist the Indian people to more quickly and easily accommodate their step to the music of the nation while, at the same time, aiding in securing all the rights guaranteed to them.

THE WORK OF CHILOCCO IN SHORT STORIES

"Chilocco the Beautiful" is the only way you could express it at this time of the year.

Miss Maud W. Allison, of Collinsville Oklahoma, is added to the Chilocco academic force.

The dairyman reports 23 calves old enough to be turned over to the farmers. He has 26 on hand that require his attention.

An official visit was made to Chilocco this month by Supervisor H. M. Creel of North Dakota formerly in command of the militia of that state.

Mr. L. L. Odle, Chilocco's former Principal, has been recognized in his promotion to the Superintendentcy at Yuma. Our good wishes go with him to his new field.

Superintendent Albert H. Kneal of Winnebago School and Agency, Nebraska, has received deserved recognition in a promotion to the position of Supervisor of Indian Schools.

Mr. De Witt Hare, of Dante, South Dakota, visited at Chilocco a few days during this month. Mr. Hare is greatly interested in Y. M. C. A. work and made a good talk to our local organization during his visit here.

He is a great believer in Christian education for the Indians.

Miss McCormick, who has been quite ill for two weeks past, is again able to be about. We are glad to see her again on duty.

Mr. Levi Chubbuck of the Bureau of Farm Management, and state agent Hoke have been in conference at Chilocco considering the matter of effective co-operation here between the Department of Agriculture and the Indian Bureau. Two most interesting and instructive lectures were delivered by Mr. Chubbuck.

On the evening of March 21st., the Domestic and Agricultural Juniors and the pupils of the Eighth A grade entertained the remainder of the students and the employees at a literary program rendered in the Auditorium. The entertainment was excellent, the varied program being both instructive and amusing. Every member of the classes mentioned above had a part in the exercises and all did so well that we hope they will favor us with another entertainment before the term closes.

The quarterly report of the dairy department ending March 31st., shows the following figures: Milk, 177,201 lbs; butter, 1,857 lbs. Forty-four calves were added to the herd during this quarter which reduces the production of milk and butter to some extent. The dairy is one of our most interesting departments, and that, with its allied industry, the creamery, affords necessary training for a large number of our students. Chilocco's aim is to give *practical* training in these two branches of its work, as in all other departments.

The pupils in the English classes in the two upper grades are taking a commendable interest in the essay contest conducted by the Society of American Indians. The subject of the essay is "Why the Indian Student Should Receive as Good an Education as any Other Student in America." Whether any of the Chilocco pupils win the prize or not they will at least have been provided with some good food for thought and will have received some good practice in English composition so we feel that the time is well spent.

The Masquerade Ball given by the members of the two upper classes in the Gymnasium on the evening of March 28th., proved to be one of the most pleasant social events of the season. As one who attended

it said afterward "there were many strange faces there." Persons from all nations, occupations and professions were present. Colonial gentlemen, stately dames, cow-boys, rough-riders, college girls in cap and gown, fairies, milk-maids, flower girls, red-riding-hoods, clowns, Indians, Spanish maidens, Chinamen, negroes, wizards and witches made merry together. The judges who were asked to award the prize to the best disguised couple found their task a more difficult one than they had anticipated. The refreshments were nicely served by the members of the class who are receiving instruction in the Domestic Science department. The class colors, black and gold, formed the principal table decorations. The happy evening passed all too soon for the jolly crowd.

Just as the last form is going to press we learn that the Chilocco nine defeated Haskell at Lawrence 8 to 4.

Mr. Orlando Tranborger of Indiana has arrived and entered upon duty as teacher in the seventh and eighth grades.

The new assistant carpenter is Mr. Clifton Wilson of Lawrence, Kansas. Mr. Wilson is accompanied by Mrs. Wilson and two little ones all of whom have already made many friends.

Nursery Department.

The nursery department is enjoying a very busy season in tree planting, grading and spraying.

The apples and cherries promise a bumper crop, should no late frosts come our way. The peach and apricot blossoms have been killed by the dry weather of early fall, the amount of moisture being insufficient to keep the trees in condition over winter.

Every employee and student of Chilocco can be of great assistance to this department by helping to eliminate the unsightly by-paths that have lately appeared in our lawns. We utilized every effort to make Chilocco the cleanest if not the prettiest place in the state and ask all to help make this statement a fact.

The canker worms which defoliated our trees two years ago have failed to appear in large numbers this year. We are satisfied that the spraying of arsenate of lead has been the leading factor in eliminating them and the few that have appeared this year have made a sudden departure. Spraying has come to stay at Chilocco.

Memorial Day

WALTER ALLEN RICE.

Again they fall in line, the boys in blue,
And up the street in marching order come;
Again we think of days when brave and true
A host went forth marshaled by fife and drum.

Those awful days we never can forget,
When happy homes were made a sacrifice;
To broken hearts our country owes a debt
That gold can ne'er repay at any price.

Husbands and wives then parted ne'er to meet,
Mothers and sons then kissed a last goodbye;
Sweetheart's fond vows the last time did repeat,
So marched our boys to hostile fields to die.

But white-robed Peace at length assumed her sway
While from the carnage and the wreck of strife
Emerged the heroes of Memorial Day
War-worn defenders of our Nation's life.

This day unto the dead we consecrate
And living heroes honor now the dead;
Our garlands are for those who met their fate
While following on where Freedom's banner's led.

"My Country, 'Tis of Thee" we sing again!
We sing of those who gave their all for thee,
Of that Grand Army of immortal men
Who made thee and thy children ever free.

The Changes, November

APPOINTMENTS—PROBATIONARY.

Earl E. Civan, teacher 600, Dismarck, N. D.
 Elliott L. Chase, teacher 60 mo. Blackfeet, Mont.
 Mary Dormire, baker 540, Cherokee, N. C.
 James D. Weathers, laborer 720, Warehouse, Chicago, Ill.
 Jennie C. McManus, laundress 500, Cushman, Wash.
 Lulu L. Case, housekeeper 720, Cushman, Wash.
 Enola G. Acord, seamstress 600, Genoa, Neb.
 Edward J. Holden, superintendent 1800, Hoopa Valley, Cal.
 Harriett A. Brazie, cook 540, Keshena, Wis.
 Elinor Z. Fairchild, Fe. Ind'l tchr. 660, Lac du Flambeau, Wis.
 Lena Langford, teacher 600, Moqui, Ariz.
 Martha A. B. Morris, teacher 600, Navajo, N. M.
 Zeano F. Schillig, Ind'l teacher 600, Nevada, Nev.
 Edla C. Osterberg, lace-maker 600, Pala, Cal.
 Burdette O. Roark, teacher 540, Pierre, S. D.
 Ruth Boren, nurse 600, Rice Station, Ariz.
 Raymond C. Brock, teacher 720, Rice Station, Ariz.
 Bertha F. Lemley, tchr. of H' kpg. 660, San Carlos, Ariz.
 George H. Henson, blacksmith 720, Santa Fe, N. M.
 Robert S. Conroy, add'l farmer 900, Santa Fe, N. M.
 Winnie M. Zane, baker 500, Seneca, Okla.
 J. H. Norris, superintendent 2500, Shoshone, Wyo.
 Oliver W. Chamberlain, teacher 72 mo. Standing Rock, N. Dak.
 Georgia B. Cole, cook 500, Standing Rock, N. D.
 Winnibelle L. Woodworth, kindergartner 660, Truxton Canon, Ariz.
 Charles A. Freeman, teacher 720, Western Navajo, Ariz.
 John A. Keirn, teacher 84 mo. Western Navajo, Ariz.
 Lucy M. Boynton, teacher 540, Western Shoshone, Nev.
 Rachel E. Higley, matron 540, White Earth, Minn.

APPOINTMENTS—NONCOMPETITIVE.

Mary Gross, cook 540, Cherokee, N. C.
 Margaret A. Dailey, sten. & typ. 900, Colville, Wash.
 Myrtle M. Crouse, matron 600, Fort Belknap, Mont.
 Roxy Groves, asst. matron 520, Greenville, Cal.
 Elizabeth J. Hull, cook 500, Greenville, Cal.
 Florence B. Peterson, matron 600, Mescalero, N. M.
 Louisa L. Staggs, laundress 540, Navajo, N. M.
 Mary A. Sloan, laundress 500, Pipestone, Minn.
 Eliza Smith Thompson, asst. matron 540, Salem, Ore.
 Della J. Lazelle, hskpr. asst. 480, San Carlos, Ariz.
 Mary A. Rockwood, matron 500, Springfield, S. D.
 John C. Wilburn, asst. clerk 720, Union, Okla.
 Lizzie Trottochaud, asst. matron 540, White Earth, Minn.
 Agnes C. Cournoyer, asst. matron 500, White Earth, Minn.
 Louise O. Warren, teacher 720, White Earth, Minn.
 Margaret M. Harris, asst. clerk 720, Winnebago, Neb.

APPOINTMENTS—EXCEPTED.

Annita Conihitch, housekeeper 30 mo. Campo, Cal.
 Susanna Young Doherty, laundress 400, Cantonment, Okla.
 Anna Curtis, assistant 150, Cantonment, Okla.
 Genevieve Big Goose, assistant 300, Cherokee, N. C.
 Emma King, cook 500, Cheyenne & Arapaho, Okla.
 John Lone Dog, disciplinarian 720, Cheyenne River, S. D.
 Dora Spotted horse, asst. laundress 500, Cheyenne, River.
 Wm. Manuel, private 20 mo. Colville, Wash.
 Josephine Foster, Fe. Ind'l tchr. 300, Under L. D. Creel.

George Hyasman, judge 84, Cushman, Wash.
 James Bosworth, for. guard 75 mo. Flathead, Mont.
 Nicolai Cravelle, chief police 45 mo. Flathead, Mont.
 Joseph Northrup, for. guard 50 mo. Fond du Lac, Minn.
 Louis La Prairie, for. guard 50 mo. Fond du Lac, Minn.
 Cray Oliver, chief police 25 mo. Fort Apache, Ariz.
 Dick Jones, herder 480, Fort Belknap, Mont.
 William Spring, private 20 mo. Fort Bidwell, Cal.
 George Brown, private 20 mo. Fort Bidwell, Cal.
 Alfonso Kutch, engineer 900, Fort Hall, Idaho.
 Charley Buckskin, private 20 mo. Fort Hall Idaho.
 John C. Ellonmood, private 20 mo. Fort Lapwai, Idaho.
 Nellie Loban, fld. matron 300, Fort Mojave, Ariz.
 Lewis H. Snell, asst. engineer 400, Fort Peck, Mont.
 Frank Olean, baker 240, Fort Yuma, Cal.
 Phinoas D. Holcomb, for. guard 1000, Hoopa Valley, Cal.
 Laura Sam, asst. matron 240, Hoopa Valley, Cal.
 Nettie N. Maxwell, housekeeper 30 mo. Kaibab, Ariz.
 David Chocktoot, private 25 mo. Klamath, Ore.
 John Jackson, private 25 mo. Klamath, Ore.
 John Lynch, judge 84, Lac du Flambeau, Wis.
 James Command, engineer 720, Leech Lake, Minn.
 Herbert Flute, butcher 300, Lower Brule, S. D.
 Myrtle Praedes, Housekeeper 30 mo. Malki, Cal.
 Vera Lindsay, housekeeper 300, Navajo, Colo.
 R. W. Calkins, physician 720, Navajo Springs, Colo.
 Mrs. B. F. Scott, housekeeper 300, Nett Lake, Minn.
 Grace Fisher, housekeeper 300, Nett Lake, Minn.
 Ruth M. Percival, asst. seamstress 300, Phoenix, Ariz.
 Bertha M. Kearney, asst. nurse 300, Phoenix, Ariz.
 George Webb, tailor 300, Phoenix, Ariz.
 Edith Juan, housekeeper 30 mo. Pima, Ariz.
 Amos Fast Horse, wheelwright 300, Pine Ridge, S. D.
 Mary Van Wert, asst. seamstress 300, Pine Ridge, S. D.
 Inez R. Powless, housekeeper 300, Pine Ridge, S. D.
 Ada V. Fox, housekeeper 300, Pine Ridge, S. D.
 Nellie M. Sullivan, baker 400, Pipestone, Minn.
 Isabel Boughman, asst. seamstress 240, Ponca, Okla.
 Olie A. Gibson, housekeeper 300, Potawatomi, Kan.
 Susie Analla, hskpr. 30 mo. Pueblo, Albuquerque, N. M.
 Grace Padilla, asst. Matron 300, Pueblo Bonito, N. M.
 William Morrin, interpreter 300, Red Cliff, Wis.
 Ellen KcInnes, housekeeper 30 mo. Red Cliff, Wis.
 Henry Conlin, forest guard 75 mo. Red Cliff, Wis.
 Alexis Jourdain, night watchman, 300, Red Lake, Minn.
 Zeb Vance, shoe & harness mkr. 360, Rice Station, Ariz.
 Eunice A. Warner, housekeeper 300, Rosebud, S. D.
 Beloia A. Deardaley, cook 500, Rosebud, S. D.
 Nathaniel Friedman, for. guard 960, Rosebud, S. D.
 Marvin L. Worrell, fin. clerk 900, Rosebud, S. D.
 Alice McIntosh, housekeeper 300, Rosebud, S. D.
 Robert Lyon, fin. clerk 600, Sac & Fox, Iowa.
 Joseph Teabo, asst. discipl'n 720, Salem, Oregon.
 Maggie Pool, housekeeper 300, San Juan, N. M.
 Nettie Bewoten, asst. cook 180, San Juan, N. M.
 Anna C. Johnson, baker 500, Seneca, Okla.
 Joshley Brown, for. guard 75 mo. Siletz, Ore.
 Wheelock Cecilia, laundress 420, Southern Ute, Colo.
 Cora Chamberlain, housekeeper 30 mo. Standing Rock, N. Dak.
 Claude K. Spotted, asst. farmer 300, Standing Rock, N. D.
 Edward Bearquiver, line rider 480, Tongue River, Mont.
 Jack Culbertson, asst. farmer 300, Standing Rock, N. D.
 Cornelius Wheelock, asst. farmer 300, Standing Rock, N. Dakota.
 Deyo Spang, add'l farmer 720, Tongue River, Mont.
 Zae Rowland, forest guard 1000, Tongue River, Mont.
 J. M. Clark, forest guard 1000, Tongue River, Mont.
 Stanley Little Whiteman, line rider 480, Tongue River, Mont.
 Fred Limpy, line rider 480, Tongue River, Mont.
 Carl Jim, assistant 300, Truxton Canon, Ariz.

Mrs. Clara Bowdish, housekeeper 30 mo. Tule River, Cal.
 Cora Richey, housekeeper 30 mo. Turtle Mountain, N. D.
 Fred Mart. chief police 40 mo. Uintah & Ouray, Utah.
 Sam Bogoti, chief police 25 mo. Western Navajo, Ariz.
 Louis W. Sullivan, housekeeper 30 mo. Western Navajo,
 Ariz.
 Annie Prior, cook 500, Western Shoshone, Nev.
 James Command, engineer 800, White Earth, Minn.
 Nancy Taylor, cook 400, White Earth, Minn.
 Henry Frederick, engineer 720, Yankton, S. D.
 Joseph Tephier, assistant 300, Yankton, S. D.
 Anton Dechon, stockman 900, Zuni, N. M.

APPOINTMENTS—REINSTATEMENTS.

Simon J. Bonga, D. S. teacher 72 mo. Cheyenne River, S.
 Dak.
 May Cook, cook 500, Crow Creek, S. D.
 John Chaillaux, teacher 900, Flandreau, S. D.
 Jeanette M. White, baker 400, Fort Mojave, Ariz.
 Jefferson Wilson, blacksmith 780, Fort Mojave, Ariz.
 Elizabeth Smith, teacher 720, Fort Mojave, Ariz.
 Joseph E. Maxwell, superintendent 1200, Kaibab, Ariz.
 Mabel S. Murtaugh, teacher 600, Moopa River, Nev.
 Lee L. Elliot, physician 1200, Navajo, N. M.
 Mary E. Nunn, asst. clerk 720, Ponca, Okla.
 Roy D. Stabler, asst. clerk 600, Ponca, Okla.
 Daisy Thomas, hskper 47 mo. Pueblo, Albuquerque, N. M.
 Jessie P. Irwin, asst. matron 600, Santa Fe, N. M.
 Mary M. Dodge, asst. clerk 720, Sisseton, S. D.
 Mrs. Addie Perry, laundress 480, Sisseton, S. D.
 Elizabeth D. Smith, matron 500, Tongue River, Mont.
 Mary L. Frank, cook 540, Wahpeton, N. D.
 Irene M. Besaw, asst. Matron 500, Yakima, Wash.
 Anna Bolinske, laundress 500, Yakima, Wash.
 Magrie Standing, teacher 600, Crow, Mont.
 Emma H. Paine, teacher 720, San Juan, N. M.
 Jessie J. Sanders, seamstress 600, San Juan, N. M.

APPOINTMENTS BY TRANSFER.

Jesse B. Mortself, from supt. 1700, Hoopa Valley, Cal., to
 supt. 2000, Carson, Nev.
 F. E. Farrell, from supt. 1500, Ponca, Okla., to supt. 1800,
 Cheyenne & Arapaho, Okla.
 Josephine L. Bonga, from cook 500, Leech Lake, Minn.,
 to housekeeper 30 mo., Cheyenne River, S. D.
 Laura A. Nerston, from teacher 720, Tule River, Cal., to
 teacher 660, Colorado River, Ariz.
 Hattie W. Hasen, from asst. matron 500, Standing Rock,
 N. D., to asst. matron 500, Flandreau, S. D.
 Marion J. Evans, from asst. matron 600, Rice Station,
 Ariz., to clerk.
 Jefferson D. Rice, laborer 720, St. Louis W house, Mo., to
 engineer 900, Ft. Hall, Idaho.
 James R. Smith, from engineer 900, Ft. Hall, Idaho., to
 engineer 1000, Ft. Mojave, Ariz.
 Luciel N. P. Croker, from cook 500, Western Shoshone,
 Nev., to cook 500, Ft. Mojave, Ariz.
 Sarah J. Gordon, from asst. clerk 720, Sisseton, S. D., to
 asst. clerk 900, Ft. Peck, Mont.
 Geo. L. Parkhill, from engineer 800, White Earth, Minn.,
 to engineer 1000, Ft. Totten, N. D.
 Arthur O. White, from engineer 1000, Ft. Totten, N. D.,
 to engineer 1000, Genoa, Neb.
 Laventia Washburn, from matron 500, Tongue River,
 Mont., to asst. matron 540, Genoa, Neb.
 Eva Greenwood, from nurse 600, Shoshone, Wyo., to nurse
 600, Greenville, Cal.
 Olive O. Ford, from fld. matron 600, San Carlos, Ariz., to
 fld. matron 720, Hoopa Valley, Cal.

Chas. R. Larsen, from asst. disc. 720, Salem, Ore., to clerk
 60 mo., Jones Academy, Okla.
 Edward A. Morgan, from add'l farmer 900, San Xavier,
 Ariz., to add'l farmer 780, Kickapoo, Kan.
 Ephriam J. Fulton, from general land office service, to
 scale inspector, 1200, Leech Lake, Minn.
 John F. Burtlett, from general land office service, to scale
 inspector 1200, Leech Lake, Minn.
 Rose B. Park, from housekeeper 72 mo., Martinez, Cal., to
 teacher 72 mo., Malki, Cal.
 Carl A. Peterson, from add'l farmer 30 mo., Martinez,
 Cal., to housekeeper 30 mo. Malki, Cal.
 June A. Robertson, from fld. matron 1200, Martinez, Cal.,
 to add'l farmer 1200, Malki, Cal.
 Augusta A. Lonas, from chief police 300, Martinez, Cal.,
 to fld. matron 300, Malki, Cal.
 Will Jim, from private 40 mo., Martinez, Cal., to chf. po-
 lice 40 mo, Malki, Cal.
 Poncha Lonas, judge 20 mo., Martinez, Cal., to private 20
 mo., Malki, Cal.
 Julian Augustine, engineer 84 mo., Martinez, Cal., to judge
 84 mo., Malki, Cal.
 Alex Jim, engineer 15 mo., Martinez, Cal., to engineer 15
 mo., Malki, Cal.
 Katherine L. Keck, from housekpr. 720, Cushman, Wash.,
 to dom. sch. tchr. 72 mo., Phoenix, Ariz.
 John V. Flake, from clerk 780, Phoenix, Ariz., to add'l
 farmer 900, Pima, Ariz.
 Estelle Armstrong, from clerk 1000, Pima allotment, Ariz.
 clerk 1000, Pima, Ariz.
 John C. Powless, from teacher 40 mo., Oneida, Wis., to
 teacher 720, Pine Ridge, S. D.
 Harvey E. Fox, from teacher 600, Bismarck, N. D., to
 teacher 720, Pine Ridge, S. D.
 Marion Skenandore, from asst. cook 240, Oneida, Wis., to
 asst. matron 500, Pine Ridge, S. D.
 Jane Mahaney, from matron 600, Cheyenne River, S. D.
 to asst. matron 540, Pipestone, Minn.
 Almond R. Miller, from supt. 1550, Kaw, Okla., to supt.
 1800, Ponca, Okla.
 Byron P. Adams, from clerk 900, Kaw, Okla., to clerk 900,
 Ponca, Okla.
 Alice E. Miller, from fin. clerk 300, Kaw, Okla., to clerk
 300, Ponca, Okla.
 Walter Darst, laborer 480, Kaw, Okla., to laborer 480,
 Ponca, Okla.
 John T. B. Widney, physician 720, Kaw., Okla., to phys-
 ician 720, Ponca, Okla.
 Isaac D. Kephart, farmer 720, Tongue River, Mont., to
 add'l farmer 900, Rosebud, S. D.
 Ellen Paetow, fld. matron 660, Pueblo, Albuquerque, N.
 M. to matron 660, Rosebud, S. D.
 A. L. McIntosh, clk 60 mo., Nuyaka, Okla., to teacher 720,
 Rosebud, S. D.
 Pearle Wyman, school clk. 720, White Earth, Minn., to
 asst. clerk Sac & Fox, Okla.
 Georgie Robinson, fld. matron 600, Pala, Cal., to fld.
 matron 660, Santa Fe, N. M.
 Sadie M. Wilson, asst. matron 540, Genoa, Neb., to asst.
 matron 500, Seger, Okla.
 Bessie Peters, asst. tchr. 50 mo., Rosebud, S. D., to tchr.
 540, Shawnee, Okla.
 Edwin F. Flake, Id'l tchr. 720, Cheyenne, River, S. D., to
 add'l farmer 720, Sisseton, S. D.
 Wm. W. Wyatt, from teacher 720, Carlisle, Pa., to princi-
 pal 1000, Tongue River, Mont.
 Myrtle A. Oskins, from teacher 660, Crow, Mont., to tchr.
 660, Tongue River, Mont.
 Pelagie Nash, asst. clerk 660, Ponca, Okla., to asst. clerk
 720, Tulalip, Wash.
 Frank J. Fisher, add'l farmer 780, Kickapoo, Kansas, to

add'l farmer 900, Western Navajo, Ariz.
 Wm. A. Montgomery, engineer 720, Yankton, S. D., to
 teacher 720, White Earth, Minn.
 Walter B. McCowan, lease clerk 780, Rosebud, S. D., to
 lease clerk 900, Yankton, S. D.
 Agnes A. O'Connor, matron 600, Bismarck, N. D., to
 seamstress 540, Zuni, N. M.

APPOINTMENTS—PROMOTION OR REDUCTION.

Ethel Newell, from hskpr. 30 mo., Campo, Cal., to financial
 clerk 500.
 Clifford E. Waller, from physician 1000, Cherokee, N. C.,
 to 1200.
 Gertrude L. Weston, from cook 500, Cheyenne & Ara-
 paho, Okla., to baker 500.
 Arvel R. Snyder, from clerk 960, Cheyenne & Arapaho,
 Okla., to 1080.
 Marie Pavlik, from laundress 500, Cheyenne River, S. D.,
 to matron 600.
 Frank Shively, from asst. clerk 100 mo., Crow, Mont., to
 720.
 Blanche M. McIntosh, from teacher 660, Ft. Bidwell,
 Cal., to 720.
 Charles E. Bonga, from disciplin'n 600, Ft. Hall, Idaho,
 to 660.
 George L. Parkhill, from engineer 1000, Ft. Totten, N. D.,
 to 900.
 C. M. Ziebach, from supt. 1900, Ft. Totten, N. D., to 2000.
 Marion E. Kidder, from teacher 800, Haskell Inst., Kan. to
 900.
 Sarah E. Sample, from teacher 720, Haskell Inst., Kan. to
 780.
 Gladys S. Phelps, from teacher 600, Keshena, Wis. to 60 mo.
 Josephine Miller, from laundress 480, Lac du Flambeau,
 Wis., to matron 600.
 Alex La Roche, from butcher 300, Lower Brule, S. D.,
 to stableman 480.
 Arthur J. Wheeler, from physician 1100, Moqui, Ariz., to
 1300.
 Martha Hill, from asst. seam's 240, Oneida, Wis., to 300.
 Hugh Woodall, from farmer 750, Phoenix, Ariz., to asst.
 engr. 900.
 Fred T. Bourne, from laborer 600, Phoenix, Ariz., to
 farmer 750.
 Robert H. C. Hinman, from teacher 66 mo., Pipestone,
 Minn., to 720.
 Sr. Victoria Steidl, from housekeeper 30 mo., Red Cliff,
 Wis., to teacher 300.
 Geo. F. Christie, from farmer 600, Rosebud, S. D. to add'l
 farmer 900.
 Emory M. Garber, from clerk 1200, Roseburg, Ore. to 1500.
 Aurelia Moran, from laundress 450, Sac & Fox, Okla., to
 asst. clerk 720.
 Aurelia Moran, from asst. clerk 720, Sac & Fox, Okla., to
 laundress 450.
 Aurelia Moran, from laundress 450, Sac & Fox, Okla., to
 matron 540.
 Chas. Hutchinson, from gen. Mech. 840, Sac & Fox,
 Okla., to principal 900.
 Chas. LeRoy Brock, from physician 1000, Santa Fe, N. M.,
 to 1200.
 Nick Miller Jr., from exp. farmer 1200, Shoshone, Wyo.,
 to farmer 1200.
 Chester E. Faris, from principal 1200, Shoshone, Wyo., to
 1500.
 Mary A. Rockwood, from laundress 360, Springfield, S.
 D., to seamstress 420.
 Edw. Callousleg, from private 20 mo., Standing Rock, N.
 D., to asst. farmer 300.
 Wm. Ironhand, from stableman 420, Tongue River, Mont.,
 to 500.

John T. O'Toole, from teacher 720, Truxton Canon, Ariz.,
 to farmer 900.
 Bert Courtright, from clerk 1000, Turtle Mountain, N. D.,
 to clerk 1200.
 Norris D. Richey, from lease clerk 900, Turtle Mountain,
 N. D. to teacher 72 mo.
 Josephine K. Peake, from cook 540, Wahpeton, N. D., to
 asst. matron 400.
 Josephine K. Peake, from asst. matron 400, Wahpeton, N.
 D., to cook 540.
 Edward Belland, from pri. 20 mo., White Earth, Minn.,
 to chf. police 30 mo.
 Ernest H. Benjamin, from lease clerk 900, Yankton, S.
 D., to farmer 900.
 Horace G. Jennerson, from fin. clerk 1200, Ponca, Okla.
 to clerk 1200.
 Isaac S. Brashears, from blacksmith 720, Leupp, Ariz., to
 to engineer 1000.

SEPARATIONS—COMPETITIVE.

Roy L. Gleason, physician 1200, Blackfeet, Mont.
 Emma Walters, asst. matron 540, Carson, Nev.
 Olive B. Burgess, teacher 660, Carson, Nev.
 Maggie Standing, teacher 600, Crow, Mont.
 Leon A. Wright, teacher 840, Cushman, Wash.
 Forest W. Roahen, add'l farmer 780, Flathead, Mont.
 Wm. H. Granger, sawyer and genl. mechanic 1200, Fort
 Belknap, Mont.
 Joseph J. Pratt, stenographer 720, Fort Totten, N. D.
 Mittie L. Taylor, sewing tchr. 720, Haskell Inst., Kan.
 George G. Williams, scaler 1080, La. Pointe, Wis.
 George H. Myers, engineer 1000, Leupp, Ariz.
 Wm. B. Morrow, physician 1300, Moqui, Ariz.
 Mollie B. Griffith, teacher 600, Moqui, Ariz.
 Silas R. Leach, add'l farmer 840, Navajo, N. M.
 Edward F. Eversole, Ind'l teacher 600, Nevada, Nev.
 Rena A. Cottrell, asst. matron 500, Pierre, S. D.
 Hannah C. Weesner, laundress 500, Pierre, S. D.
 John J. Linehan, asst. clerk 900, Pine Ridge, S. D.
 Rose Bernhardt, asst. matron 500, Pine Ridge, S. D.
 Agnes V. Detling, asst. matron 540, Pipestone, Minn.
 Wm. J. Peter, disciplinarian 720, Pipestone, Minn.
 Pearson O. Snyder, teacher 600, Potawatomi, Kan.
 Catherine J. Mooney, baker 540, Rapid City, S. D.
 Carrie Pohl, nurse 600, Rice Station, Ariz.
 Pinckney V. Tuell, principal 900, Sac & Fox, Okla.
 Julia E. Tuell, matron 540, Sac & Fox, Okla.
 Theresa Byrnes, teacher 600, Salem, Ore.
 Clara L. Vandegrift, seamstress 600, San Juan, N. M.
 Laura L. Lancaster, asst. matron 500, Seger, Okla.
 Maud E. Marshall, teacher 720, Standing Rock, N. D.
 A. B. Reedy, Female Ind'l tchr. 600, Standing Rock, N. D.
 Kate M. Ward, nurse 500, Tomah, Wis.
 John B. Hoover, add'l farmer 900, Truxton Canon, Ariz.
 William Sloat, gen'l mechanic 900, Truxton Canon, Ariz.
 Antoine M. Caisse, asst. clerk 900, Umatilla, Ore.
 Eldora L. Kenoyer, teacher 60 mo, Walker River, Nev.
 Wm. H. Pfeiffer, teacher 84 mo, Western Navajo, Ariz.
 Velma M. Watt, asst. Matron 500, Yankton, S. D.

SEPARATIONS—NONCOMPETITIVE

Lee C. Sharp, lease clerk 700, Coeur d'Alene, Idaho.
 Maude Peacore, baker 500, Seneca, Okla.

SPECIAL NOVEMBER APPOINTMENTS.

Wm. W. Coon, of Pennsylvania, Assistant Supervisor of
 Indian Schools, \$1800, \$3 per diem and traveling expenses.
 Wm. B. Freer, of Oklahoma, Supervisor of Indian Schools,
 \$2000, \$3 per diem and traveling expenses.
 S. A. M. Young, of Washington, Supervisor of Indian
 Schools, \$2000, \$3 per diem and traveling expenses.

ROSTER OF EMPLOYEES, UNITED STATES
INDIAN SCHOOL, CHILOCCO.

Edgar A. Allen	Superintendent
Arthur E. Schaal	Clerk
Miss Ella Lander	Asst. Clerk
Miss Vinnie R. Underwood	Asst. Clerk
John F. Thompson	Property Clerk
Lawrence W. White	Physician
Miss Ila Mae Samples	Nurse
Mrs. Cora V. Carruthers	Hospital Cook
Francis Chapman	Printer
Horace B. Fuller	Prin. and Tr. of Agriculture
Miss Sadie F. Robertson	Senior Teacher
Miss Katherine Krebs	Teacher
James W. Buchanan	Teacher
Miss Emma Tooker	Teacher
Mrs. Allace S. White	Teacher
Miss Louise Wallace	Teacher
Miss Nellie Cox	Teacher
Miss Clara E. Melton	Teacher
Miss Maud W. Allison	Teacher
Miss Anna Lincoln Bird	Temporary Teacher
Miss Lulu Tipton	Temporary Teacher
Miss Lizzie H. McCormick	Matron
Miss Rose Dougherty	Asst. Matron
Mrs. Matilda Wind	Asst. Matron
Miss Clara Peck	Assistant
Miss Alma McRae	Domestic Science Teacher
Miss Esther Joiner	Dining Room Matron
Miss Daisy B. Hylton	Seamstress
Mrs. Matilda M. Buchanan	Asst. Seamstress
Miss Ada Allen	Assistant
Miss Kate Miller	Cook
Harold Curley Chief	Baker
Mrs. Julia Jones	Laundress
John W. Van Zant	Farmer
J. Grant Bell	Asst. Farmer
Mack Johnson	Gardener
William A. Frederick	Nurseryman
Christian W. Leib	Dairyman
Peter C. Martinez	Disciplinarian
James Jones	Assistant
Pat G. Chavez	Painter
Amos B. Iliff	Supt. of Industries
Clifton C. Wilson	Asst. Carpenter
Charles P. Addington	Shoe and Harnessmaker
Isaac Seneca	Blacksmith
Bertes S. Rader	Mason
L. E. Carruthers	Engineer
Fred Bruce	Asst. Engineer
William Moses	Asst. Engineer
George Viles	Asst. Engineer
C. H. Talamontes	Assistant
H. Keton	Hostler
John H. Smith	Night Watchman

Chilocco R. R. Time Table

Some trains on this division do not stop at our stations, but those here given stop daily. The Santa Fe station is 1½ miles east of the Administration Building; the Frisco station is about the same distance north-west. The station on the Santa Fe is known as Chilocco; that on the Frisco as Erie. Either station is the first stop south of Arkansas City, Kansas.

Santa Fe Trains.

SOUTHBOUND—No. 17, 7:57 a. m.; No. 407, Shawnee Branch, 8:25 a. m.; No. 15, 5:15 p. m.

NORTHBOUND—No. 16, 11:35 a. m.; No. 408, 7:13 p. m.; No. 18, 7:55 p. m.

Frisco Trains.

SOUTHBOUND—No. 609, 9:43 a. m.; No. 607, 3:58 p. m. Stop on Signal.

NORTHBOUND—No. 608, 11:47 a. m.; No. 612, 6:12 p. m. Stop on Signal.

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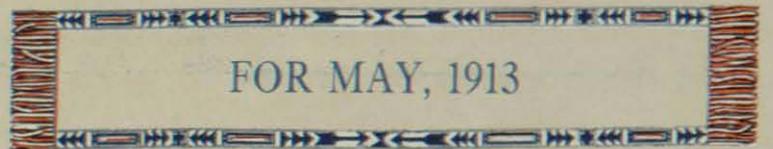
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FOR MAY, 1913