# The Chilocco Indian School.

CHILOCCO 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, and the ninth is added to permit a more complete development of the sciences related to agriculture. 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 perserverance by means of which he can make it highly productive. On our large farms 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.

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

EDGAR A. ALLEN, *Superintendent and Editor* EDGAR K. MILLER, *Instructor of Printing*

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The Indian School Journal

Printed by Students of the Indian School at Chilocco, Oklahoma
An Illustrated Monthly Magazine About Native Americans

VOLUME FOURTEEN APRIL, 1914 NUMBER EIGHT

# THE MONTESSORI SYSTEM AT TULALIP

BY A VISITING SUPERVISOR

THE first place on the Pacific Coast where the Montessori System was installed was the Tulalip Indian School. It is also the first school in the United States Indian Service to use it, and as far as I know, the only one in the service.

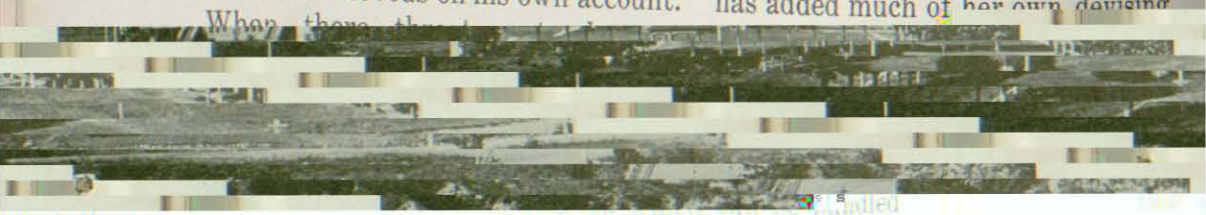
The casual visitor upon entering the Montessori room is struck with its dissimilarity to the ordinary school room. The children are in small groups either at tables or on the floor, each engrossed with some individual occupation. There is a contented crooning throughout the room; some of the children are unconsciously humming to themselves, while others, equally unconscious, are saying over and over to themselves, aloud or in murmurs, the sound of letters and words. The teacher is hard to find. She is almost never heard, but you will discover her either buried in some group, or approving a piece of work which a child has brought to her notice. It is her role to be completely in the background, never directly suggesting or prompting. Each child helps himself from the closet to the set of material he wishes to use, carries it to the table or floor, and occupies himself with it until tired of it. He then returns it to its proper arrangement and place and selects another set.

Contrary to my expectation, the length of time devoted to one occupation is long rather than short. One boy, who was busy drawing designs from the circle and filling in with vari-colored chalk, spent half an hour at it without interruption. Another unexpected feature of their self-imposed activity is that they seldom leave unfinished what they have started out to do. I had anticipated seeing whole sheets of paper covered with beginnings and attempts, before there would be a single completion, in drawing, for instance. The work done first is crude. After a time, it assumes more accuracy and refinement of line.

The entrance of a visitor attracts little attention; even the teacher's presence is hardly noticed. There

seems to be absolutely no discipline, yet there is no disorder whatever. Indeed, this school room upsets all of one's traditional notions of what a schoolroom is, and demonstrates what it ought to be, for beginners. Each child is too busy and contented to interfere with another, or to become mischievous on his own account. When there [illegible]

is emphasized; textures, geometric figures, blocks, insets, button-and-buttonholes, lacings, sandpaper letters, pictures of all sorts are used. Some tasks, or occupations, are done with blindfold; number work is developed in the concrete; writing comes without effort. In addition, the teacher has added much of her own devising.



A View of the Tulalip School, the first Indian School to try the Montessori Method.

teacher is not discipline, nor even teaching, but studying the capacity of each pupil, and providing him with the next task he is able to master, in such form that he can attack it without fear of failure; for each failure means less of self-confidence, which is the child's capital for investment in activity.

In brief, the present, practical and visible results which struck me, were the self-discipline of the class, the self-dependence and concentration of each pupil, and his responsibility, or I should say, his unconscious, acquired habit of neatness and order. The strain on teacher and pupil is far less than in the kindergarten classes, for instance, where the teacher must keep up a constant program. The prime difference between the two methods is that the Montessori studies the individual in relation to himself, while the kindergarten is concerned with the development of the individual in his relation to others.

The Montessori principle ought to appeal to every day-school teacher in the Indian Service. There are great possibilities in home-made material, from many sources easily available. Although it may not reach that high degree of educational power which Madame Montessori has secured in the devices which are the results of her years of study, yet it can assist greatly in all those early steps of the beginners which tax the day-school teacher.

The Montessori room at Tulalip answered one question which used to afflict my childhood, and even later what need had Authority to wear a frown, use a harsh voice and carry a rod of correction that wounded one's self-respect to the point of humiliation when one had not done well? A lack of coordination is the real reason for

carelessness; but Teachers-I-Used-To-Know made me feel that it was moral delinquency. Now for the first time I know that such things are not necessary; that Authority, for all its domination, is not the teacher, but the guide, and that the child can teach itself both concentration and direction.

I wish I had been born in the Montessori age.

---

Following is given a description of her work by Miss Nina M. Hurlbut, the teacher in charge of the Montessori Method at the Tulalip Training School.

The didactic apparatus was purchased in June, 1912. At that time it was planned to have a class of backward, or retarded, children from the primary grades.

When school opened, the following October, there was no kindergartner here, so I took charge of the little ones—sixteen in number. Their ages ranged from five to eight years. Later, nine more pupils entered. Of these, two were defective.

The daily session lasted three and one-half hours.

My school room was furnished with the usual equipment, seats, etc. In one corner, within reach of little people, were basins, water, soap, and towels. A sand table and a kindergarten table were in the rear of the room. The former proved to be a valuable adjunct. The dampened sand was molded into miniature boats, etc., thus training the hands of the child, and also his imagination.

Clay was supplied, as Madam Montessori strongly advocates the use of this material. It came in three colors, terra cotta, brown, and gray—never hardened—and was always ready for use.

The objects modeled were usually placed on a ledge. One day Oscar put a clay salmon and some figures upon the blackboard.

Others followed his example, and from that time this was a favorite exercise.

Modeling was always a favorite occupation. During the latter part of the year, the accuracy with which objects were modeled was surprising. I did not realize that the little folks were such keen observers until I saw their work in clay.

During the first weeks only part of the Apparatus was placed in the low cupboards; dressing frames, cylinders, the Broad Stair, the Long Stair and the Tower. Other materials were added later.

At first some of the children were occupied with the exercises only a short time and turned their attention to something else. They had access to clay, sand, tops, balls, bean bags, third and fourth gifts.

Of the eight dressing frames, the one mounted with shoe buttons to be fastened with a button hook, was the most popular. There came a time later in the year when these lay neglected for weeks. I noticed, though, that the first material presented to a new pupil was invariably one of the dressing frames.

Height, diameter, and size were learned by sight and touch through the use of the three series of cylinders. Blindfold games were often played, so each child was provided with his own bandage—a strip of cambric. This was carefully folded and put away after the game was over.

Smooth surfaces and different grades of sand paper formed part of the Apparatus that was used in training the sense of touch.

Handling rough and smooth objects in touch games also aided in its development. A favorite game was the following: A child placed his hands behind him, and a little playmate gave him an object to identify by feeling.

The construction of the Broad Stair and the Long Stair were the next exercises offered. No number work was given at this time in connection with the rods. Building a tower with the pink blocks pleased the children, but did not hold the attention of the older ones very long. They often attempted to carry the tower a certain distance without dropping a block. That this feat was not always accomplished is indicated by the worn corners and edges of the cubes.

The building exercises with these three sets of blocks trained the child's sense of sight in distinguishing dimensions.

Many delightful games were played with the color tablets: "pairing", "matching", "sorting", "grading", etc. The girls became more skilful than the boys in some of the exercises. Jasper and Edward usually preferred to play color games with the first gift. Colored paper, ribbons, and flowers in their season were also utilized in training this sense.

Samples of silk, velvet, wood, cotton, and linen form part of the Montessori appara-

tus. While the little ones were learning to identify these by the sense of touch, I fastened many more samples in different parts of the room. These were often used.

After the children had played many games with the insets and cards, and could readily fit the forms into their corresponding openings, something new was introduced—the making of designs. Tracing around the insets and filling in the outlines with colored pencils seemed to give much pleasure. During the weeks that followed, many, many pages were filled with designs. I carefully preserved the first work, crude as it was, and it forms a decided contrast to that which was produced toward the close of the year.

It had been my experience that little people soon tired of any one occupation, but "filling in" proved to be an exception.

Designs were frequently made on the blackboard. One day after Fred had traced around an oblong, I showed him how to fill it in. He smiled and said, "I can make more like that". In a little while he had thirty-four in a row.

Hektographed copies of pictures—roses, sunbonnet babies, etc., were provided in addition to the goemetric forms. Sometimes a child traced around letters, figures, or cardboard objects, and filled in with crayons or water colors. These were cut out later perhaps, and mounted in a booklet.

After the insets had been in use for awhile, the sandpaper letters were introduced. As a child traced a letter, he gave its sound. This exercise proved to be of great value. Two of the older children, Willie and Effie, took much interest in these lessons, and seemed to enjoy teaching others. Had it not been for their assistance, I fear some of the little ones would have traced letters backwards, or upside down.

During the following weeks, some words were formed with the script cardboard letters.

Many of the older children never lost interest in the "filling in" or "tracting" exercises, and the result was—the ability to write well. No scribbling was ever done. Not all learned to write. There were some who often used the insets, but letters, either sandpaper or cardboard, did not appeal to them. No urging was attempted. They made a design or traced a letter only when they felt like doing it.

The children enjoyed the reading games very much. All sentences were first read silently and then acted.

The use of the Long Stair, sandpaper figures, wooden spindles, numeral frame, and the counting frame with shelves and cards made the number exercises very interesting. Counting, comparing, and grouping constituted the greater part of the work. Before school closed, some of the children were reading and writing numbers to one hundred.

There seemed to be an eagerness in all their work that I never noticed before in my teaching experience.

A child often selected an occupation and continued it for a surprisingly long time. Effie one day spent nearly the whole period before recess in making designs. Then she said, "Now, I'm going to walk around awhile", and she did.

Some of the children were quiet while they worked, some talked, others sang. I did not think that the talking or the singing was a detriment to those taking part or to the others, so I "kept silence".

A child was not occupied with the Montessori exercises during the whole session. He often went to the blackboard and drew boats, fish, etc. Sometimes he tied packages, using paper twine and blocks of various sizes, or made worsted balls, with yarn and cardboard circles. Occasionally he looked at pictures or listened to a story.

Some of the favorite games were: "Still Pond", "Tag", "Playing Store" and "Peanut Hunt".

My boys and girls did not make remarkable progress in reading, writing, and numbers as a result of the sense-training exercises. That more was not accomplished is due to my lack of skill in applying the method. In spite of my realization of many mistakes made, I am not discouraged, and have more faith than ever in this wonderful system.

---

### May Use Osage Oil Lands.

There is a resolution before congress that has for its purpose the acquisition by the government of the Indian oil lands in Oklahoma. While nothing is said regarding the purpose, it is generally uuderstood that oil may be adopted as fuel for the navy. In fact, this step has been taken by several foreign nations and while our own government has been slow to act it has kept close tab on what the other fellows are doing. It may not be long, therefore, before oil-burning battleships will be the rule.—Elgin (Ill.) News.

# IMPROVING THE LIBRARIES OF INDIAN SCHOOLS

By H. B. Peairs
Supervisor of Government Indian Schools

DURING the last two years a special effort has been made to arouse an interest among the students and instructors in Indian schools in the improvement of libraries and reading rooms.

Educational institutions without libraries are like shops without equipment. Teachers in all departments of educational institutions must keep in close and intimate touch with the trend of educational affairs. The demands of the social, industrial and political world are changing rapidly. Therefore, those who would make themselves most practical and efficient as instructors in either academic or industrial departments must acquaint themselves, in one way or another, with the current activities and influences in education.

The majority of Indian schools are so located as to prevent the instructors from coming in frequent contact with associates other than their pupils. The isolation also prohibits, largely, educational conferences and meetings of all kinds, except in groups made up of those employed in the individual institutions. The use of public libraries, opportunity to attend lectures and, in many instances, of hearing good sermons, which privileges are nearly always available to the public-school teacher, are, because of the isolation of Indian schools, very often denied the instructors of Indian children. The recognition of these facts immediately suggest the necessity of the individual Indian schools maintaining good libraries and reading rooms for not only students but for instructors as well.

It may be said that individual instructors should provide themselves with the necessary literature. Certainly all who pretend to teach should gradually build up working libraries, but no teacher either in Indian school or in public school can afford to put all necessary books and literature in his private library.

That carefully selected literature for Indian boys and girls is an essential part of the equipment of every Indian school will be recognized at once when it is remembered that but few, very few, Indian homes are the possessors of any papers, magazines or books at all. The older generations of people have been non-English speaking people and could not have read literature if they had had it. Books and papers have not been in demand, and would have been poor companions for the Indian of the past. However, conditions are changing rapidly. Community life is being broken up and the individual family groups are being established. The children are being educated and becoming English-speaking people. Approximately seventy-five per cent, of all children who are eligible are enrolled in school. The majority of these young people will return to the family group rather than to the larger community group. In every possible way the individual home must be improved if the Indian boys and girls are to be protected and saved for the Country.

To save these homes the initiative

must be taken in the schools. Not only must the children in the schools be given practical training that will enable them to gain a livelihood, but they must be aroused and so inspired while in school that after going to their homes they will continue to be students; otherwise they will soon fall behind in the rapid march of the times. Unless the "reading and study" habit is formed early in life it is seldom ever formed at all. Therefore, it is very important that all children be encouraged, during their school years, to read and to get acquainted with good books other than the text books. Many white children may do this in their own homes, but if Indian children are to form the reading habit at all; if they are to learn about good literature ever, the beginning must be made in school, because their homes are so barren. If there is any reading matter there at all it is ordinarily of the dime novel character.

Certainly the in-

## INDIAN SCHOOL LIBRARIES.*

| STATES AND SCHOOL. | Number of books in Library. | | | | Circulation. | | | Expended for books fiscal year, 1913 |
|---|---|---|---|---|---|---|---|---|
| | Text & Ref. | Literature | Fiction | Total | Literature | Fiction | Total | |
| ARIZONA: | | | | | | | | |
| Colorado River | | 227 | | 227 | | | | 185.85 |
| Fort Apache | 120 | 30 | | 150 | | | | 142.89 |
| Leupp | 158 | 113 | 10 | 281 | | | | 142.89 |
| Moqui | 262 | | | 262 | | | | 281.94 |
| Navajo | 131 | | | 131 | | | | 142.88 |
| Chin Lee | 131 | | | 131 | | | | 142.88 |
| Tohatchi | 131 | | | 131 | | | | 142.88 |
| Phoenix | | 1000 | 600 | 1600 | | | | 98.32 |
| Pima | 129 | | | 129 | | | | 142.88 |
| Rice Station | 148 | 40 | 16 | 204 | 30 | 25 | 55 | 151.87 |
| San Carlos | 145 | | | 145 | | | | |
| San Xavier | 7 | 9 | 7 | 23 | 2 | | 2 | |
| Tucson | 9 | 12 | 6 | 27 | | | | |
| Truxton Canyon | 127 | 14 | 97 | 238 | | | | |
| Western Navajo | 136 | | | 136 | | | | 151.43 |
| CALIFORNIA: | | | | | | | | |
| Bishop | 39 | 31 | 9 | 79 | | | | |
| Big Pine | 60 | | | 60 | 5 | | 5 | |
| Fort Bidwell | 182 | 21 | 10 | 213 | | | | 148.75 |
| Fort Yuma | 33 | 50 | 153 | 256 | | | | 142.89 |
| Greenville | 127 | 119 | 38 | 284 | 115 | 38 | 153 | 129.99 |
| Hoopa Valley | 129 | | | 129 | | | | 140.89 |
| Malki | 60 | 177 | | 237 | | | | |
| Pala | 8 | 20 | 54 | 82 | 5 | 18 | 23 | |
| Round Valley | 131 | | | 131 | | | | 140.88 |
| Sherman | 212 | 550 | 186 | 948 | 11 | 60 | 71 | 296.10 |
| COLORADO: | | | | | | | | |
| Navajo Springs | | 131 | | 131 | | | | 142.89 |
| Souther Ute | 147 | 22 | 36 | 205 | 12 | 22 | 34 | 264.68 |
| Allen | 5 | 3 | 2 | 10 | | | | |
| IDAHO: | | | | | | | | |
| Fort Hall | 98 | 35 | | 133 | 16 | | 16 | 316.23 |
| KANSAS: | | | | | | | | |
| Haskell | 383 | 483 | 518 | 1384 | 2135 | 2463 | 4598 | |
| Kickapoo | 40 | 34 | 12 | 86 | 34 | 12 | 46 | 21.41 |
| MICHIGAN: | | | | | | | | |
| Mount Pleasant | 160 | 143 | 141 | 444 | 15 | 30 | 45 | |
| MINNESOTA: | | | | | | | | |
| Cass Lake | | 127 | | 127 | | | | 159.98 |
| Leech Lake | 21 | 160 | 21 | 202 | 30 | | 30 | 127.64 |
| Red Lake | 177 | 25 | | 202 | | | | 142.89 |
| Cross Lake | 128 | | | 128 | | | | 142.89 |
| Virmillion Lake | 134 | 38 | 14 | 186 | 20 | 7 | 27 | 142.89 |
| White Earth | 165 | 66 | 39 | 270 | | | | 142.89 |
| Pine Point | 40 | 49 | 55 | 144 | | | | |
| Porterville | | 50 | 75 | 125 | 100 | 250 | 350 | 50.00 |
| Round Lake | | 1 | 6 | 7 | 2 | 4 | 6 | |
| White Earth | | 20 | 2 | 22 | | | | |
| Wild Rice | 145 | 100 | 53 | 298 | | | | 142.89 |
| MONTANA: | | | | | | | | |
| Cut Bank | | 93 | 21 | 114 | 5 | 6 | 11 | 142.89 |
| Crow | 218 | 133 | 60 | 411 | | | | 142.89 |
| Flathead | 7 | 2 | 5 | 14 | | | | 7.53 |
| Fort Belknap | | 142 | | 142 | | | | 153.15 |
| Fort Peck | 657 | 9 | | 666 | 9 | | 9 | 142.89 |
| No. 1 | 179 | 19 | 2 | 200 | | | | |
| No. 2 | 10 | 5 | 1 | 16 | | | | |
| No. 3 | | 10 | 5 | 15 | | | | |
| No. 4 | 12 | 6 | 7 | 25 | | | | |
| Tongue River | 172 | 218 | 78 | 468 | | | | 142.89 |
| Lame Deer | 141 | | | 141 | | | | |
| NEBRASKA: | | | | | | | | |
| Decora | | 3 | 11 | 14 | 3 | 11 | 14 | |
| NEVADA: | | | | | | | | |
| Fort McDermitt | 21 | 22 | 13 | 56 | | | | 14.48 |
| Nevada | 131 | | | 131 | | | | 142.89 |
| Walker River | | 27 | 23 | 50 | | | | |
| Western Shoshone | 131 | | | 131 | | | | 142.89 |
| NEW MEXICO: | | | | | | | | |
| Albuquerque | | 129 | | 129 | | | | 122.82 |
| Jicarilla | 41 | 316 | 26 | 383 | | 47 | 47 | 142.89 |
| Mescalero | 91 | 51 | 15 | 157 | | | | 117.36 |
| Pueblo Bonito | 126 | 5 | 4 | 135 | | | | 155.37 |
| San Juan | | 137 | | 137 | | | | 141.98 |
| Santa Fe | 50 | 215 | 65 | 330 | | | | |

* Where a school is not named it designates no library.

| STATES AND SCHOOL: | Number of books in Library. | | | | Circulation. | | | Expended for books fiscal year, 1913 |
|---|---|---|---|---|---|---|---|---|
| | Text & Ref. | Literature | Fiction | Total | Literature | Fiction | Total | |
| Cochiti, Jemez, Nambe, Picuris, San Ildefonso, San Juan, Santa Clara Sia, Taos | | 139 | | 139 | 63 | | 63 | 133.49 |
| Zuni | 142 | | 20 | 162 | | | | 142.89 |
| NORTH CAROLINA: | | | | | | | | |
| Cherokee | 127 | | | 127 | | | | 144.43 |
| NORTH DAKOTA: | | | | | | | | |
| Bismarck | 36 | 60 | | 96 | 8 | 9 | 17 | Supt. |
| Fort Berthold | 121 | 30 | 4 | 155 | | | | 142.89 |
| Standing Rock | 129 | 66 | 17 | 212 | | | | 238.78 |
| Martin Kenel | 27 | 5 | 13 | 45 | | | | 45.00 |
| Turtle Mountain | 131 | | | 131 | | | | 142.89 |
| OKLAHOMA: | | | | | | | | |
| Cantonment | [illegible] | | | | | | | |
| Otoe | 172 | 100 | 25 | 297 | | | | 142.89 |
| Pawnee | 144 | 16 | 5 | 165 | | | | 142.89 |
| Ponca | 136 | | | 136 | | | | 142.89 |
| Sac and Fox | 56 | 180 | 23 | 259 | 49 | 33 | 82 | 83.97 |
| Seger | 149 | | 9 | 158 | | | | 142.89 |
| Seneca | 215 | 197 | | 412 | 131 | | 131 | 148.62 |
| Shawnee | 173 | 104 | 123 | 400 | 50 | 80 | 136 | 152.89 |
| Five Civilized Tribes— | 131 | | | 131 | | | | 126.00 |
| Armstrong | 55 | 60 | 21 | 136 | 40 | 21 | 61 | 120.90 |
| Bloomfield | 20 | | | 20 | | | | 61.81 |
| Cherokee | 22 | 50 | 7 | 79 | | | | |
| Collins | 46 | 11 | 9 | 66 | | | | 51.50 |
| Euchee | 16 | 71 | 20 | 107 | 34 | 26 | 60 | 35.64 |
| Eufaula | | 23 | 20 | 43 | | | | 43.06 |
| Jones | 41 | 29 | 18 | 88 | | | | 12.54 |
| Mekusukey | 74 | 103 | | 177 | | | | |
| Nuyaka | 65 | 14 | 11 | 90 | | | | |
| Tullahassee | 85 | 82 | 27 | 194 | 53 | 39 | 92 | 2.50 |
| Tuskahoma | | 53 | 128 | 181 | 48 | 198 | 246 | 50.82 |
| Wheelock | 71 | 71 | | 142 | 20 | 56 | 75 | .72 |
| OREGON: | | | | | | | | |
| Klamath | | 208 | | 208 | | | | 142.89 |
| Salem | | 528 | 87 | 615 | | | | 13.00 |
| Siletz | 191 | | | 191 | | | | |
| Umatilla | 76 | 68 | 30 | 174 | | | | 142.89 |
| Warm Springs | 151 | 71 | 28 | 250 | 108 | 72 | 180 | 16.88 |
| PENNSYLVANIA: | | | | | | | | |
| Carlisle | | 3043 | 745 | 3788 | 1831 | 899 | 2730 | 237.29 |
| SOUTH DAKOTA: | | | | | | | | |
| Cheyenne River | 108 | 45 | 26 | 179 | | | | 142.89 |
| Crow Creek | 213 | 186 | | 399 | | | | 165.08 |
| Flandreau | 30 | 60 | 75 | 165 | | | | |
| Lower Brule | | 131 | | 131 | | | | 142.89 |
| Pierre | 314 | 105 | 80 | 495 | | | | 23.50 |
| Pine Ridge | 131 | | | 131 | | | | 158.33 |
| Day Schools No. 3 to 29, inclusive | 131 | | | 131 | | | | 158.33 |
| Rapid City | 85 | 10 | 75 | 160 | 10 | 75 | 85 | 177.87 |
| Rosebud— | | | | | | | | |
| The twenty-one day schools under this jurisdiction | 131 | | | 131 | | | | 142.89 |
| Sisseton | 179 | 9 | 16 | 204 | 25 | 35 | 60 | 142.89 |
| Springfield | 100 | 95 | 95 | 290 | | | | 41.50 |
| Yankton | 151 | 12 | 3 | 166 | | | | 142.89 |
| UTAH: | | | | | | | | |
| Uintah and Ouray | 114 | | | 114 | | | | 142.89 |
| WASHINGTON: | | | | | | | | |
| Colville | 129 | | | 129 | | | | 142.89 |
| Cushman | 298 | 258 | 313 | 869 | | | | 142.89 |
| Spokane— | | | | | | | | |
| No. 2 | 44 | 36 | 18 | 98 | 4 | 4 | 8 | 70.89 |
| No. 8 | 75 | 46 | 29 | 150 | 4 | 12 | 16 | 72.00 |
| Tulalip | 44 | 45 | 80 | 169 | | | | 142.89 |
| Swinomish | 35 | | | 35 | | | | |
| Yakima | 129 | 2 | | 131 | | | | 142.89 |
| WISCONSIN: | | | | | | | | |
| Keshena | 143 | 49 | | 192 | | | | 142.89 |
| Lac du Flambeau | | 131 | | 131 | | | | 142.89 |
| Oneida | 139 | | | 139 | | | | 151.28 |
| Red Cliff | 130 | 55 | 10 | 195 | 20 | 4 | 24 | 140.78 |
| Wittenberg | 131 | | | 131 | | | | 142.89 |

structor in an Indian school has no more important task to perform, no greater privilege, than that of teaching the Indian boy or girl to love to read and to study, and of instilling in them the real reading habit. When given the proper incentive and opportunity Indian [illegible] the necessity [illegible] study. [illegible] the non-reservation [illegible] should [illegible] heartily co-operate [illegible] It is simply a question of proper education and training. Therefore it is certainly extremely important that much attention be given to building up good libraries and reading rooms in all Indian schools.

The day-school libraries should become community libraries to be used not only by pupils who may be attending school, but by ex-students and by all the fathers and mothers of the neighborhood. These libraries should contain books and periodicals for children, for youth and for adults—story books, biography, history; books of travel, books on agriculture and all kindred subjects; in fact, books of all kinds that will

help to interest and to inspire all of the people of the community and to make of them a thoughtful people. Naturally, those persons in charge of the day schools must be the leaders in helping to make the community library a real factor for progress.

The reservation boarding school library may be made to serve much the same purpose as the day-school library in its relation to the community in which it is located and, of course, should be larger and more varied because of the larger number of students and of the extended course of study.

The non-reservation school library should be selected with special reference to the needs of the students and of the instructors of the individual institutions, and should always be utilized to the fullest possible extent. It should be a part of the equipment which would be in daily use. Teachers and instructors in all departments of the institutions should be very familiar with the library, and in assigning work to students, especially of the intermediate and upper grammar grades, should arrange for as much research work as may be possible in order that students may learn to use books as tradesmen use tools.

The accompanying tabulated report shows results of the efforts to improve the libraries throughout the Service. While much has been accomplished, the necessity of continuing the campaign for better libraries is very evident. It is hoped that all schools will heartily co-operate in this movement and that soon every Indian community will feel the influence of an up-to-date library.

A glimpse in the Students' Dining Room at the Chilocco Indian School—Seating Capacity, over 800.

The School Building.

# BRIEF DESCRIPTION OF THE FLANDREAU SCHOOL

SPECIAL JOURNAL CORRESPONDENCE

THE Flandreau Indian School had its inception in 1876, when the first school was established by the board of Presbyterian Missions for the Indians living in the vicinity of the Big Bend, as the Indian settlement on the Big Sioux River was then called.

The first teacher was Mr. P. A. Van Nuys, who until a few years ago resided at Flandreau. In the year 1877 the Government took over the school and until 1893 conducted it as a Government day school.

In 1891 Congress made an appropriation of $72,000 for the purchase of a site and the erection of three buildings. A fine tract of land north of and adjoining the townsite of Flandreau was purchased and the following year three buildings, a main building used for general domestic purposes and quarters for girls, a boys' home, and a school building, together with some smaller out buildings were erected.

School was opened in the new plant on March 7th, 1893, with Mr. W. V. Duggan as superintendent, at which time the old day school was discontinued.

In 1894 Mr. Leslie D. Davis was transferred from Pine Ridge Agency Boarding School and appointed superintendent.

It being apparent that the capacity of the school was not anywhere near equal to the demand for enrollment, Congress again made an appropriation of $52,000 for the enlargement of the school. This amount provided for the purchase of an additional 320 acres of land, the erection of a dining hall, boys' quarters, laundry, hospital and superintendent's quarters.

The School Hospital.

In 1898 another appropriation of $20,000 was secured, which amount was used in the erection of a fine school and assembly building.

During the latter part of the year 1899, Superintendent Davis was removed from the service and Mr. Chas. F. Pierce was transferred from Oneida, Wis., to the position of superintendent.

The capacity of the school had been increased to 350 pupils, but owing to factional differences among employees, the school had but about 175 pupils in attendance, the result of which was that

Home of the Girl Students.

Home of the Small Boys.

the financial condition was very bad; in fact, the school was almost entirely without funds some months before the close of the fiscal year.

Early the following year, a reorganization of the force was effected, a full enrollment secured and the school again put on a substantial basis. An independent water system and an electric system were installed at the cost of several thousand dollars, both of which improvements were badly needed.

In 1902 Congress was again called upon for further improvements; appropriations were secured for the erection of an industrial building, barn, warehouse, laundry and dairy building. These additions placed the school in a position to accomplish good work and the year 1905 was at that time counted as the most successful year in the history of the school.

In 1907 an appropriation of $12,000 was secured for the erection of a domestic science building, and this building added very materially to the appearance, as well as to the efficiency of the school.

The following year the steam heating system was rebuilt and an up-to-date vacuum system installed.

At the close of that fiscal year Superintendent Pierce was promoted to the position of Supervisor of Indian Schools in charge of the schools of the fifth district and Superintendent L. F. Michael was transferred from Cheyenne River Agency to the school.

The school continued to prosper and held its popularity among the Indian patrons until February, 1913, when Supervisor Pierce and Superintendent Michael exchanged positions, Mr. Pierce returning to the school he had so successfully rescued from bankruptcy in its early history.

At the present time the material plant consists of fifteen brick and eight frame buildings, all steam heated and electric lighted, and with other modern conveniences. Together with the 480 acres of land belonging to the school, the total value is not far from $250,000.

The force of employees numbers forty-two persons, twenty eight of whom are white and fourteen are Indians, to whom a salary of $28,060 is paid annually.

The work of the school is both literary and industrial, the greater stress being put on the industrial side.

The Large Boys' Home.

Agriculture receives first attention for the reason that the greater majority of pupils enrolled come from sections of the country where farming and stock raising must be the main occupation of the people.

In addition there are shops where boys receive instruction in printing, carpentry, harness and shoe making, tailoring, as well as engineering in the main power and light plant.

Girls receive regular instruction in household economics and the care of the sick.

In the academic department the work covers eight grades pratically equal to the course of study in the best public schools. Additional work to be known as a short or two years' agricultural course has been prepared for such pupils as wish to continue in school after completing regular eighth-grade work.

The Indians of the northwestern states appreciate the work of the school, with the result that it is exceedingly popular on the various reservations, and applications for enrollment exceed the capacity.

Since the opening of the school there have been one hundred and fifty-four graduates, five tribes having been represented. Of this number one hundred and forty-nine are living, and a large majority are doing well. Several are holding positions in the Indian Service, earning salaries from four to fourteen hundred dollars per annum. Less than ten per cent have failed to make good use of their education and would be classed as failures. A number of graduates of recent years have taken up commercial courses and are making good in that line of work.

A brief chronological history of the school from its origin to the present time reads as follows:

1876—Flandreau Mission School organized by Board of Presbyterian Missions.

1877—School taken over by the U. S. and operated as a Government day school.

1891—Congress appropriated $72,000 for buildings and land for the establishment of a boarding school.

1892—Three buildings erected. W. U. Duggan appointed superintendent.

1893—School opened March 7th.

1894—Leslie D. Davis transferred from Pine Ridge as superintendent.

1895—Congress appropriated $52,000 for enlargement of school.

1896—Steam laundry, hospital and superintendent's cottage erected

1897—Completion of dining hall, boys' building, purchase of 320 acres of land.

1898—Congress granted $20,000 for school and building.

1899—Capacity of school increased to 320 pupils.

1900—Chas. F. Pierce transferred from Oneida, Wisconsin, as superintendent.

1901—Completion of school water system, costing $10,000.

1902—Congress appropriated $16,500 for industrial and other buildings.

1903—New barn, industrial and dairy buildings erected, costing $14,000.

1904—Erection of offices, warehouse, laundry and lavatory buildings.

1905—One of the most successful years in the history of the school.

1906—Brick silo erected, costing $2,500.

1907—Appropriation made for domestic science building to cost $12,000.

1908—Completion of domestic science building and remodeling steam plant.

1909—General improvements made, costing over $8,000.

1910—Installation of vacuum steam heating system and new sewers costing $7,000.

1911—Extension of vacuum steam heating system, costing $2,000.

1912—Another successful year.

1913—New electric plant, erection of gymnasium, annex to girls' building, general improvements, $17,000.

## THE LORD'S PRAYER IN THE OTOE AND MISSOURI TONGUE.

Contributed to the JOURNAL by R. W. Shunatona, Otoe, and put into type by his son Jos. Shunatona, an Otoe-Pawnee Chilocco student.

Our Father, which art in Heaven,
*He ta we He kah e dah nah a mah ge dah,*

Hallowed be Thy name.
*Wo cha he le tah wa lah yea.*

Thy kingdom come;
*Le tah wa mah yuh ge ka;*

Thy will be done in earth, as it is in Heaven.
*Le tah wa wo oo e ka mah coo wa la, ah la e ka mah ge dah.*

Give us this day our daily bread,
*Wo gu he a ja a hah wa ha he ta we wah boo ka,*

And forgive us our debts
*Ha dah wah wah ge ba he a he ta we lu ah ka*

As we forgive our debtors;
*E ga he a he wah ge ba lu ah ga;*

And lead us not into temptation,
*Ha dah pah glah he a lu blee gu wo lu thong a,*

But deliver us from evil.
*Nu ah wa wa glu tha he a ah la scu ne gu,*

For Thine is the kingdom, and the power, and the glory,
*E ge le tah wa ma yuh, ha dah e blee ha, ha dah glah pe yeng a.*

For ever,
*E huh ge neng a,*

Amen.
*Wo gah tho.*

# HOME ENVIRONMENT AND EDUCATION

By G. Fugh Lobdell

THE home environment is a strong element in the education of the child. It is there that it receives its first impulses of love, anger and obedience. It is there that it gets its first lessons in initiating, planning and directing. It is there that they learn their first steps in knowledge or education, to see, to like, to desire and to have. It is a child's wardrobe of mental clothing, and to the child his parents are what Adam and Eve were to the world—the first; therefore the child's ideals are being centered on the parents and the home established by them.

All children love to be loved, and the home with or without love is sure to establish within the child a plus or minus element for other people. The individuality of the child is either created or destroyed by home influence. Even to the mature mind, the words of those who know are of much more importance than the words of those who do not know, and the child's impressions depend upon the knowledge which prompted these words. A knowledge of obedience and government develops from family government. No child can remain in the presence of a teacher long before the home government is plainly reflected. The pupil who says, "I will obey", is the child to be appreciated. The child who says, "I will not obey," is the one to be pitied, because his words are an echo of home government. Government and discord will never harmonize; therefore harmony was never developed in the presence of discord. A home naturally contains one or the other, and the child consequently is a responsive chord to either condition. Isolated things have no value to the child. He is impressed and influenced by what he sees and hears. Before we dare criticize him, let us ask the question, "What is the home like?"

What the school does is an important question, and without doubt, is the most important question in the child's education; because it takes the child's ability and organizes and uses it to the best advantage for the child in the equipment for the demands of life. The school is to confirm the good ideals made at home and to rectify wrong impressions formed there.

The school interprets our civilization to the boys and girls, and civilization determines what the school should do for their education. Teaching is either a noble profession or a mean trade. To the proffessor it is an organization to regard the individuality of the boy or girl by preparing them for complete living and by developing in them ideals of spirit, home, society, intellect, industry and politics. In school their faculties are disciplined to those things that are rational; things that occur in life and things that are most vital in our civilization.

The school is where the child is taught how to help mould his own character by overcoming habits formed in opposition to instinctive tendencies, by establishing standards within upon which to build other standards, by learning order, system and application, and by the assistance of a teacher having facts put into the minds of the pupils in their proper order. School education differs from that of home education because it is acquired principally through system, organization and a strict disciplining of the faculties. At school both the teacher and the student body are an inspiration. The teacher's personality and appearance, the atmosphere with which she infuses the school room, are inspiring to higher ideals, although they may be far inferior to those of the good mother, which fortunately, the child fails to discover.

A community has its ideals, which are spiritual, political, social and industrial. These ideals are given to the child out

of school, as material which he perceives, thinks about and on which he establishes a standard of value. The community furnishes the child information, or a mass of possiblilties, that belong to things that occur in every day life. It is a human tendency to follow the crowd. Every community formsa crowd or a group of persons working together, quite often under impulse as well as reason. Since impulse or inspiration will often outweigh discipline and instruction, a character is apt to be made up of the ideals of the community crowd. The law of habit building is one of the basic laws of education; consequently, a child's character and education depends largely upon the community ideal. The community from which a child gets its ideas of civil life has a greater effect upon the child than it realizes.

Public position, a sense of justice and honesty, are depreciated by the youth, if the officials of the community are not of the best type.

## MAKING GARDEN.

With apologies to the fairer sex.

I

The first sunny day when December is gone
It's Make Garden
No matter if the snow's two feet deep on the lawn
It's Make Garden
Your wife will say, "John" hurry go get the plow;
Those spuds should have been in the ground a week.
Right then you must HOP, or there'll be a big row—
Over Garden.

II

In the dark of the moon those spuds must be covered
Making Garden
On each frosty night those June Peas must be hovered
To Make Garden
With comforts and quilts taken from you best bed
To cover the garden, perhaps you have said:
I wish it were hotter right here than Old Ned—
Blame that Garden

III

You worry along and get half a crop
In your Garden.
The Cut Worms and Bugs make you just want to hop
On that Garden.
Perhaps a drouth comes, all labor is lost;
You spend half a day figuring up all the cost.
To yourself you will say, Next Year I'll be Boss
O'er this Garden.

IV

If on the North Pole your wifey should sit
She'd say Garden.
No matter if she were froze nigh as dead as a NIT
She'd say Garden
If a sunbeam fell on her and lit up her soul
Down she'd hop right off that Icy old Pole—
And look all around for the rake and the hoe
To Make Garden.

# INDIAN STUDENTS IN GOSPEL TEAM WORK

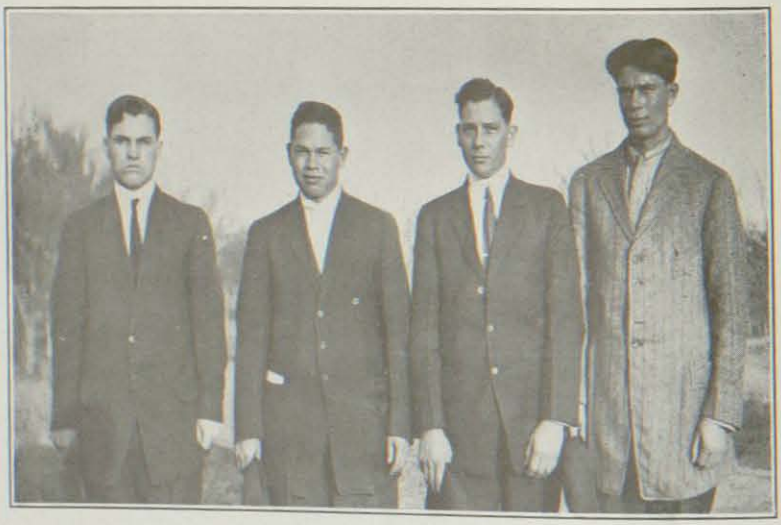
By G. E. E. Lindquist

RECENT development in the Indian Young Mens' Christian Association work is that of student Gospel Team Work. This movement among students is of rather recent origin. Though Gospel teams have been sent out from some institutions for almost 50 years, however, it is only since 1910 that the movement received impetus and became a recognized force in college and university life. Since then Gospel Teams have been organized in a great many institutions of the middle west, and the movement has spread to colleges all over the country.

A Gospel Team is a voluntary effort on the part of students to go out and give their testimony to the reality of the Christian faith and, on the basis of that reality, appeal to the boys and young men of the community to begin to live this same Christian life. But while this movement has been in progress among the colleges and universities of the White man, it is of very recent development among the Indian students. In fact, the history of the movement as far as the Indian students are connected with it, is very brief. It originated at Haskell Institute in the fall of 1912, when some of the boys of the Y.M.C.A got together and planned to meet in daily study, which might fit them to go out as a Gospel Team to some neighboring reservation. After preparing themselves for some weeks, the invitation came to visit the Potawatomi reservation in Northern Kansas. And so one morning in December during Christmas week the boys started out on their trip. It was a significant day when those four young men left their school, banded together for the great purpose of bringing the Gospel to their own people. Arriving on the reservation they were welcomed by some of the Indians, who entertained them in their homes. Then bright and early they started out to visit the Potawatomies, to meet with them in their homes, and to invite them to meetings, which were to be held in the school-house. The hearts of the boys were gladdened at the response at the first meeting. They gave their simple, but stirring testimonies as to the power of the Gospel of Jesus Christ to transform lives. Each one gave his testimony in his own way, but each was dominated by a higher spirit. That was the first meeting. The following night the school-house was crowded with both Indians and whites, who were eager to hear the message of word and of song, as it came from the hearts of those Indian young men. Before the close of the five days' meetings, a good many of the Indian people, as well as the whites, on the reservation had come to realize that those Indian young men were there for a purpose. Nor did they fail to respond. When the boys left, Sunday-schools were established on the reservation, and pretty soon a regular missionary was in charge of the work.

Another trip was made to the Potawatomies again in December 1913, when another Gospel Team from Haskell Institute made this trip at the invitation of the Indians themselves,

and stayed four days. The meetings were even better attended than those of the previous year, and the interest was keen throughout every meeting. The missionary on the reservation, in writing to the boys after their return to Haskell, says among other things: "The large audiences that gathered while you were here continue to come to our evening services. The church is well filled on Sunday evenings, and there is great interest taken at the forenoon services. We have Wednesday evening prayer meetings, a service that could not have gotten a hearing before your meetings. The spirit of God, which I could see working so noticeably in the meetings, is with us and the little cloud of Elijah's rain is rising and our King shall reign in the souls of the Prairie Band as in the souls of the Munsees, Chippewas and Kickapoos, who have so greatly developed Christian character."



Student Gospel Team of the Chilocco Indian School.

The first Gospel Team ever sent out from the Chilocco Indian School went to South-western Oklahoma in January of this year. Some of the boys at Chilocco had got the vision of Gospel Team work while at a summer conference of the Y. M. C. A., and they were eagerly looking forward to the time when the Chilocco Y. M. C. A. could send out a team to some neighboring Indian tribe, or community. And so eight or nine of the boys got together and decided that they would take up training with a view to entering on this work sometime during the school year. They met with their district secretary, sometimes twice a day for a week, as well as observing together every day at 6:00 a. m. the Morning Watch. Four of these young men, at the invitation of the Christian Workers and the Indians themselves, among the Cheyennes and the Arapahoes, made the trip to South-western Okla. The results of their visit can be expressed in no better way than quoting the report of the trip as made by the missionary, Rev. Henry A. Vruwink. He says: "Most encouraging to us Indian workers are the achievements in our Government schools by the Y. M. C. A. and the Y. W. C. A. These Associations are beginning to inspire and train young Indian students as they once inspired and trained us missionaries when we

were in college. Among the 550 boys and girls at Chilocco, these Associations have for years conducted voluntary Bible study classes, and various public meetings of religious importance. But, this year another most promising activity was added. It was Gospel Team Work. Last September a group of young men began to observe together a Morning Watch to prepare themselves by prayer and Bible study for evangelistic work among their own race. After four months of constant spiritual training and discipline the team was sent out on its first trip, to our Cheyennes and Arapahoes." Speaking of the Sunday services, he continues: "At 6:00 o'clock on Sunday they conducted the first and only early Morning Watch ever held in the boys' dormitory, of the Indian School at Colony. It was well for the members of the Gospel Team that they observed their usual custom, in view of the heavy Sabbath day's work that lay before them. First there was Sunday-school, where they reached 70 children with talks and four classes of boyswith comments on the lesson. The regular morning service also was mainly in charge of the Team, who, as usual, more than rose to the occasion, with spiritual energy and enthusiasm. The most important meeting was held on Sunday afternoon for the older school boys, and for the younger camp Indians. Boldly, with frank allusions to humiliating experiences, yet with becoming modesty, these young men told convincingly and persuasively, how Jesus Christ had saved and was keeping them from desires and appetites which formerly cowed and conquered them. But the climax of the series of meetings came on Sunday night when without being unduly urged, at least one hundred people, Indian and White, came forward, some for the first time, others to reconsecrate themselves to their Saviour and Lord, some repentent, and all of us rejoicing, as in the presence of God." Speaking of the influences this trip had on the Colony Indians, he says: "Old Indians have been encouraged to hope; young Indians have been inspired to emulate these young heroes; parents are eagerly looking forward to the day when their children shall bear witness publicly to the need, the certainty, and the reality of life in God, through Jesus Christ. But significant as have been the evident results, we have faith to believe that future developments will reveal the fact that the leaven will silently and certainly continue to leaven the whole lump."

The above account testifies, not only to the need of such a work, but also to the possibilities. If the 46,000 or more Indian children, who to-day are in our Government schools, Mission and public-schools, could catch the vision of such a work as these boys at Haskell and Chilocco, there would be no more "Indian Problem". Those who read these lines may smile increduously at such a statement, but those of us who have touched the lives of Indian students realize, not only the compelling need for just such work in our Indian schools, but also realize that these needs can be met through the power which actuated the lives of those young men who have gone out as pioneers in this Gospel Team Work.

It is encouraging to those who are engaged in the work of training the minds and the hands of these Indian boys and girls, as well as those who have been called to the task of leading these students out into victorious lives of Christian living. A new trail has been struck and though it may lead over ground which is strewn with jagged boulders of difficulties and limitations, nevertheless it leads upward and onward to plains of greater achievement for the salvation of the Red Man.

# THE BASIS OF INDIAN OWNERSHIP OF LAND AND GAME

F. G. SPECK in *The Southern Workman*

"To recognize Indian ownership of the limitless prairies and forests of this continent (that is, to consider the dozen squalid savages who hunted at long intervals over a territory of a thousand square miles, as owning it outright) necessarily implies a similar recognition of the claims of every white hunter, squatter, horse thief, or wandering cattleman. In fact, the mere statement of the case is enough to show the absurdity of asserting that the land really belonged to the Indians. The different tribes have always been utterly unable to define their own boundaries."—T. Roosevelt in "*The Winning of the West.*

IN MAKING the above statement Mr. Roosevelt is quite in error as regards most, if not all, of the hunting tribes of the northern part of this continent. Not only is his erroneous deduction promulgated among his own readers, who may have no opportunity to correct it, but the statement, taken for reliable authority, is copied, quoted, and used as the basis for an adverse decision against the rights of the Indians in general, by the compiler and author of a fairly well-known historical series. To disseminate misconceptions resulting disadvantageously to a weaker race seems an injustice, though perhaps excusable through ignorance, which one feels challanged to correct. The attack upon the fundamental claims to their domains is a matter of considerable importance to the Indians, both in the United States and Canada. Accordingly, I take occasion to present a brief outline of some .facts, part of my own studies of the past few years among the hunting tribes of the northern forests, and in particular the statement of a Canadian Ojibway chief concerning the actual family claims to territory. I will present this testimony first, the following being a translation of the matter, which very appropriately at this time was left in my charge this summer, while visiting the tribes of northern Ontario to make public to the white people encroachments upon Indian rights to the land.

Testimony of Aleck Paul (Osheshewakwasinowinini,) second chief of the Temagami band of Ojibways, Bear Island, Temagami, Ontario:

"In the early times the Indians owned this land where they lived bounded by the lakes, and rivers, and hills, or determined by a certain number of days' journey in this direction or that. These tracts formed the hunting grounds owned and used by the different families. Wherever they went the Indians took care of the game animals, especially the beaver, just as the Government takes care of the land today. So these families of hunters would never think of damaging the abundance or the source of supply of the game, because this had come to them from their father and grandfather and those behind them. It is, on the other hand, the white man who needs to be watched. He makes the forest fires, he goes through the woods and kills everything he can find, whether he needs its flesh or not, and then, when all the animals in one section are killed, he takes the train and goes to another, where he can do the same.

"The Indian families used to hunt

in a certain section for beaver. They would only kill the small beaver and leave the old ones to keep on breeding. Then when they got too old they too would be killed, just as a farmer kills his pigs, preserving the stock for his supply of young. The beaver is the Indian's pork, the moose his beef, the partridge his chicken. And there was the caribou or red deer, that was his sheep. All these formed the stock on his family hunting ground, which would be parceled out among the sons when the owner died. He says to his sons, 'You take this part. Take care of this tract. See that it always produces enough.' That was what my grandfather told us. His land was divided among two sons, my father and Pisha'bo (Tea Water), my uncle. We were to own this land so no other Indians could hunt on it. Other Indians could travel through it and go there, but could not go there to kill the beaver. Each family had its own district where they belonged and owned the game. That was each one's stock, for food and clothes. If another Indian hunted on our territory we, the owners, could shoot him. This division of the land started in the beginning of time, and always remained unchanged. I remember about twenty years ago some Nipissing Indians came north to hunt on my father's land. He told them not to hunt beaver. 'This is our land, 'he told them; 'you can fish but must not touch the fur, as that is all we have to live on.' Sometimes an owner would give permission for strangers to hunt for a certain time or on a certain tract. This was often done for friends or when neighbors had had a poor season. Later the favor might be returned.

"When the white people came they commenced killing all the game. They left nothing on purpose to breed and keep up the supply, because the white man don't care about the animals. They are after the money. After the white man kills all the game in one place he can take the train and go three hundred miles or more to another and do the same there. But the Indian cannot do that. He must stay on his own section all the time and support his family on what it produces. So he has to preserve his game stock and live on what is bred, on the increase. If the Indian did like the white man and should go to the old country, England, what would the white man do? He would send soldiers to shoot him or send him back where he came from.

"You can write this down for me. If an Indian went to the old country and sold hunting licenses to the old country people for them to hunt on their own land, the white people would not stand for that. The Government sells our big game, our moose, for $50.00 license and we don't get any of it. The Government sells our fish and our islands or gets the money, but we don't get any share.

"What we Indians want is for the Government to stop the white people killing our game, as they do it only for sport and not for support. We Indians do not need to be watched about protecting the game; we must protect the game or starve. We can take care of the game just as well as the game warden and better, because we are going to live here all the time. We don't like to be watched, when the Government don't watch the people he should watch. When the treaty was made, about sixty years ago, the Government said, 'You Indians own the game.' There are a great many Indians in this country. People do not see them much at the towns because they stay in the bush. These

Indians need to have their rights in the land and the game recognized and protected as much as the new settlers."

A few brief results of my own investigation of social life may be pertinent here, especially as they show how widespread the above conditions were among the northern tribes. Fundamentally these conditions formed the primary social institution from the Atlantic Coast across the continent. The whole territory claimed by each tribe was subdivided into tracts, owned from time immemorial by the same families and handed down from generation to generation. The almost exact bounds of these districts were known and recognized, and trespass, which, indeed, was of rare occurrence, was summarily punishable. These family groups form the social units of most of the tribes and bands, having not only kinship ties but a community of land and interests. In some tribes these bands had developed into clans, with prescribed rules of marriage, some social taboos, and totemic emblems. The territorial bounds, indeed, are so well established and definite that it has been possible to show on maps the exact tract of country claimed by each family group. The districts among the Algonquins seem to average between two and four hundred square miles to each family. I have already prepared such maps of the Penobscot territory in Maine, where the tribal domains were divided into twenty-two families; of the Temiskaming, of eight families; of the Nipissing, Lake Demonie, Temagami, Matachewn, and Mattawa bands of Algonquin and Ojibway in Ontario and Quebec. From other authorities we learn of the same social foundation among the Narragansetts of Rhode Island (authority of Roger Williams), the Indians of New Brunswick, Labrador, and the western plains north of the Missouri; while it is very probable that inquiry will disclose something similar among the Central Plains tribes.

In conclusion, let me say briefly, we encounter in this instance another illustration of one ofthe popular fallacies entertained by historical writers when dealing with the much complicated inside life of the American Indians.

## A TEST OF SANITY.

THE ability to remain both sober and gracious under high reward or great responsibility is a quality that we greatly admire in others. To retain a simple and open mind after doing something that is acknowledged to be of merit is one of the rarest accomplishments of sanity. It makes for pleasantness in abundant measure.

Indeed, it does more than this; it makes living possible, paves the way to success, begets good will, conquers hatred and uncharitableness—in short, it is the substance of comity, the evidence of grace, and the proof of a large mind that is sane.—*Atlantic Monthly.*

# THE LAST SUPERVISORS' CONFERENCE

SPECIAL JOURNAL CORRESPONDENCE

ONE of the most noteworthy conferences on Indian matters ever held was that of the IndianService Supervisors called by Commissioner Sells to meet at his office in Washington February 16 to 21. Those field officers present were Chief Supervisor E. P. Holcombe, Inspector James McLaughlin, Special Agent C. H. Asbury; Supervisors H. B. Peairs and William W. Coon, schools; John Charles, construction; Chas. L. Davis and Chas. E. Dagenette, industries; Doctors Joseph A. Murphy, Ferdinand Shoemaker, W. H. Harrison and Mrs. Elsie E. Newton, health; Wendell M. Reed and Walter B. Hill, irrigation; Franklin W. Reed, forestry, and District Supervisors John B. Brown, William B. Freer, O. H. Lipps, S. A. M. Young, H. G. Wilson, William R. Rosenkranz, Albert H. Kneale, L. F. Michael and Otis B. Goodall. The Commissioner caused the sessions to be held in his reception room so that he could be present at all intervals of time that could be spared from his many pressing duties. Many of the well known office people, particularly Assistant Commissioners Meritt and Hauke, Messrs. J. H. Dortch, J. F. Allen and C. R. Wanner of the Board of Review, Chiefs John Francis, Jr., and William R. Layne of the education and land divisions, and Walter B. Fry, also attended as they could and took part in the deliberations.

At the first meeting, the evening of the 16th, the Commissioner made the supervisors welcome and expressed the hope and expectation that the week's sessions would be fruitful. It was arranged that the mornings be given over to necessary business and that meetings be held from two to five and eight to eleven, P. M. It was found, it should be stated parenthetically, that while afternoon sessions closed theoretically at five it was hard to get all the fluent speakers to subside in time to get away until an hour later.

During this first session Supervisor O. H. Lipps discussed conditions in his district comprising the extreme northwestern states. Inasmuch as he had been placed in charge of the Carlisle School he was unable to be present at subsequent meetings.

Tuesday, Supervisors Wilson, Rosenkranz and Brown held the floor and on Wednesday Messrs. Young, Kneale and Goodall were heard. Special Agent Asbury, Dr. Shoemaker and Supervisors Freer, Newton and Kneale used the time Thursday afternoon and night. All reports of supervisors from the various districts indicated a general advance of Indians toward self-support, though in many instances too much unearned wealth is serving as an effective clog. Special Agent Asbury reasoned that the Indians of Nevada should be considered the most progressive of all as they are surely the least burdened with worldly goods.

Supervisors Reed of forestry, Reed of irrigation, Peairs of schools, Charles of construction, Davis of Industries and Murphy of health, were the speakers for Friday afternoon. Dr. Murphy's plea for means with which to make a better physical man of the Indian as a prerequisite to bet-

tering his educational and economic condition was forceful and convincing. He states that with means now at command trachoma, for example, is not being eradicated and there is not noticeable decrease in the ravage of tuberculosis. He asks for means to wage a war of extermination as nearly as such ills can be exterminated.

The report of Supervisor Peairs on educational matters was a very thoughtful address, devoted to showing the strength and weaknesses of the Indian school system. He called particularly for more systematic teaching along industrial lines. The teachers of the industries are not sufficiently alive, he said, to the vital relation they sustain to Indian youth in their preparation for economic independence.

Friday evening a most stirring address was delivered by the Commissioner. An attorney of note, a successfull business man, and for seven years a member of the Board of Trustees of Iowa Argicultural College, he possesses all the qualifications to be what he is already becoming—a commissioner who in all ways *fills* the position that he occupies. Were he a place seeker he would not now be at the head of Indian affairs for he has been offered recently positions much more remunerative. Of the many timely things discussed in his address none was to the point more than that the Indian work is not a job but an opportunity for service. No one could listen to him without leaving the room determined to put more of himself into his occupation than ever before.

Sunday morning and afternoon sessions were held for discussion of method of supervision and report, open market purchases, apportionments, etc., and to hear the report of Supervisor Michael, who was unavoidably late in reaching Washington. At the close of the afternoon meeting the Commissioner called upon each supervisor to answer certain definite questions as to conditions in his district. He reached fundamentals at once, and his rapid-fire questioning made the officials interrogated feel like they were pupils again, anxious to make a creditable recitation.

The conference was closed on Sunday night by the office people in the most graceful manner imaginable. It was a banquet at the Continental Hotel, and in its excellent taste and the good feeling that prevailed it spoke of the sympathetic relation existing between the Office and the Field. Assistant Commissioner Meritt presided and he called upon the following persons to respond to toasts: Gen. R. H. Pratt, Supervisors Elsie E. Newton, H. B. Peairs and J. B. Brown, Hon. Gabe E. Parker and Supt. E. A. Allen of Chilocco. The delightful function and the conference ended with a few most feeling words by Commissioner Sells, America sung by all present, and a fitting prayer by Rev. Sherman Coolidge.

Throughout this conference the dominant note was *service;* the looking upon work among the Indian people as an opportunity for helpfulness, not as a job.

Give to the World the Best you have
and the Best will come back to You

# PROMOTING AGRICULTURE AMONG INDIANS*

By Supervisor Albert H. Kneale

THERE are two or three things a superintendent must know before he undertakes to promote anything—agriculture or anything else—among Indians.

Indians, like children, can easily be induced to undertake almost anything. And before a superintendent attempts to induce them to undertake a proposition he must be absolutely certain that the thing he is about to attempt, or to induce them to attempt, is practicable; be certain that a reasonable expenditure of time and effort—such an expenditure as may be expected, under similar conditions from the average white—will produce satisfactory results. As I have said, an Indian may be induced to *undertake* almost anything; however, unless some satisfactory results are soon forthcoming his efforts wane, or cease entirely.

Second, a superintendent should know the capabilities of his Indians and should be careful not to induce them to undertake too much, nor should he permit the enthusiasm of the Indian to induce him to undertake too much. The Indian is easily enthused; he has the same desire to please that a child has. The superintendent must furnish the enthusiasm, fill himself with it, fill his employees with it, fill his Indians—and then he must maintain the balance; also he must maintain the enthusiasm. It is comparatively easy to furnish enthusiasm sufficient to put in a crop; it is not so easy to keep this enthusiasm at a proper pitch throughout the season. Religious gatherings, convocations in neighboring states, or in his own state or on his own reservation, call the Indian. Street carnivals in all the little villages in the vicinity that need the Indian for advertising purposes and therefore offer him luring inducements, call him. Everything and everybody seems to unite in a call to get the Indian away from his home and whatever he has there.

Personally I think that it is better for an Indian to break out five or six acres of ground, more or less, by his own efforts and with his own teams and in like manner cultivate and harvest it than it is for the Government to break out forty acres, more or less, for him with a power outfit. The Indian appreciates what he does for himself. We are all prone to value a thing at what it costs, and the Indian is not an exception. Five or six acres broken out as suggested costs the Indian time, labor, hard knocks and sweat, and he values it accordingly. It may be added to from year to year as his success warrants and his desire and enthusiasm leads. Forty acres broken out by a government employee with a power outfit costs him nothing and he is very apt to place that valuation upon it. Giving allotments to Indians does not make farmers of them; add a team of horses and a plow and still we have not a farmer; break up the soil and seed it and we are just as far

* A paper read at the Supervisors' Conference, Washington, February 16-21.

from making farmers as we were at the beginning. We cannot make farmers of Indians by doing it for them.

We can put cattle on a reservation and by giving them proper care they can be made profitable—note the Tongue River Reservation—but we are not making cattle men out of our Indians. I believe there are many Indians on the Tongue River Reservation that do not know even their own brands. Their cattle are cared for by the Government employees, branded by Government employees, beef cattle are selected for shipment and shipped by Government employees. The herd is well managed and profitable financially, but we are not making cattlemen of our Indians except of a few in the Government employ. On the other hand the herd might be handled as apparently herds have been handled on some of the Sioux Reservations—without increase or profit to anyone. In like manner we may handle the farming proposition. We may take our power outfit and break up and seed the Indian's allotment; we may harvest the crop and market it, and the transaction may be made to show a financial profit. It may be possible; I do not personally know of it ever having been done. But even if we do it we are not making farmers of our Indians or promoting agriculture among them.

No, I'll repeat; I believe five or six acres broken up by the Indian with his own enthusiasm, or enthusiasm that has been made his own, his own teams, his own efforts, his own sweat—which acreage may be added to in like manner from year to year—will do more to promote agriculture among Indians than all the power outfits.

The points I have attempted to make are:

First, know that the thing we advise is practicable.

Second, fill everyone with enthusiasm and yet maintain a balance; keep the reins in our own hands.

Third, study the individual; learn his capacity and see that he performs to its limit and not beyond it. See that a wise selection is made of ground, nature of crop and seed; see that the ground is properly prepared and seeded; see that the crop receives proper cultivation; that it is properly harvested, and that it is properly cared for after the harvest. See that seeds for the next season's crops are put away and retained. We not only must furnish the enthusiasm, we must furnish the incentive, the judgment, the steadfastness of purpose, the foresight. All of which is easy, but not to the man that permits his routine office work to get on his back and ride there. The man that makes farmers of Indians must live in the open, live with his Indians; he must begin the next campaign before the present one is completed; in fact, his plan must cover several years. He must have councils with the Indians in bodies, by families and as individuals. When he meets an Indian in his office, on the road or elsewhere, his first greeting, the body of his conversation and his parting words must be about crops.

A promoter is usually a man of one idea, and the man that promotes agriculture or anything else worth while among Indians must be a man of one idea. The superintendent must never permit himself to come to a conclusion that there is nothing of good in any Indian. Supervisior Young told us a little story in illustration of this point. I am going to refer to it myself. I first knew Anson Yellow Cloud in 1908, and after knowing him a few years I was so foolish as to permit myself to say that there was nothing of good in him. We have

heard some things during this conference of drunken Indians—drunken tribes. Well, I became intimately acquainted with one Winnebago that I'll say could qualify as a chief—as a leader—of any band of drunken dissolute idlers on any reservation in the United States. In 1910 we got him; he fell for the system. He raised that year about 3500 bushels of corn and about 400 bushels of oats. He lived in the worst hovel I ever saw; it was no protection from anything. Nevertheless he stuck and continued the performance the following year.

Later we sold a piece of inherited land for him—40 acres—for something like $2,600 and every penny of the proceeds went into improvements on his own allotment. A nice house; good barn; double corn crib; concrete, frost-roof cave; closet; well. In June 1913, I drove to every home on the Winnebago Reservation, bidding those people goodbye. Late in August of the same year I again visited the home of the particular man named above, getting there about 5 o'clock in the morning. He was not up. I opened the door and went in, went to his bedroom and shook him awake. He looked up, rubbed his eyes open and said, "Hello, Mr. Kneale, my oats went 35 bushels to the acre." He couldn't have said anything else to please me one-half so much. It showed where his mind was. It was all he thought about—crops. If a superintendent expects to promote anything among Indians he must stand for that thing; he must personify it. He cannot do this from the office. He must be on the ground; he must go to the Indian's home, visit him in his field, take the lines from him and drive two or three rounds, adjust the plow, the harness, pump in the enthusiasm and jump to the next place. It means breakfast at 5 o'clock, frequently no mid-day meal, and supper when he gets home. It means spend Sunday in the office attending to correspondence. He must become temporarily almost a stranger to his employees except the farmers; but it is worth all it costs. This intimacy, this positive definite acquaintance with the personal affairs of the Indian does more than any other one thing, or than all other things combined, to promote agriculture among the Indians. We meet the Indian on the road; stop him. "John, how is the sick hog? How are the chickens laying? How is the gall on the mare's shoulder? How is the colt? How is the wife and the baby? When do you expect to finish plowing the corn?" We visit an Indian's home and find him absent. We immediately hunt him up and let him know that we visited him and that we are going to visit him again to-morrow, and to-morrow he will be at home and not only at home but doing something worth while, something to please. In our rounds we are constantly collecting accurate data. How many acres of crops he has and where. What equipment he has. How many hogs; how many fowls; how many times he plows his corn, what his yield is. Then condense all this data on a little card and give every Indian a pigeon hole or a space on the wall in the office. In this space place this card where every visitor may read it. Also in this space place an exhibit of the results of the Indians' activities and let these things remain there until removed the following fall to make room for a fresh supply.

Above all we must remember that it is the Lord's work; being Government employees we must be discrete and not make too much of this point, but the way to promote agriculture or any other good thing among Indians is to grasp the Lord's hand in our right, the Indian's hand in our left, and stumble forward.

# THE JICARILLA APACHE SCHOOL

SPECIAL JOURNAL CORRESPONDENCE

The Jicarilla Apache Indian School at Dulce, New Mexico.

THINKING you might probably like to know of our whereabouts, and that some of the readers of the JOURNAL might be interested in the Indians of this particular locality, I am sending to you some pictures of the Jicarilla Apache Indian School, at Dulce, New Mexico. We have a school of one hundred fifteen children at this place, which was established about ten years ago.

Our school has a most beautiful location, as you will see from the picture. The mountains are all around us. The climate is ideal. We have a good deal of snow, but the air is very dry and bracing. We get our name from "Agua Dulce"—a picture of which I send. The Lake is about three miles from the school in a valley of very fine scenery.

We carry four grades at the school; have a pretty good band, good base ball team, and have a girls' basket-ball team which gives promise of good work.

The health of the children has not been real good until this year; in fact, the tribe as a whole does not present a good physical appearance. We have endeavored to improve this condition by a judicious effort along the lines of systematic physical training and the introduction of much outdoor exercise, and feel well paid for the effort by the difference in the health of the children.

The pictures of the classes in Calisthenics are the pupils of Mrs. Walter who has worked very hard, and very successfully too, with this part of the physical development of the children.

The Government has recently taken substantial notice of the condition of the Apaches and has sent them some material aid to get them started on the road to better financial condition. As soon as their lumber is sold, their condition will be very much improved.

Our employee force is as follows:

| | | |
|---|---|---|
| Paul A. Walter | | Principal |
| Mrs. Paul A. Walter | | Teacher |
| Louise G. Gunn | | Teacher |
| Ralf E. Cherrick | (T) | Industrial Teacher |
| Natalie Morris | | Housekeeper |
| Charlotte M. Stagen | | Nurse |
| Edna Reagan | | Seamstress |
| Carrie McCormick | | Laundress |
| Etta J. Camp | | Matron |
| Malena Redthunder | | Asst. Matron |
| Emma J. Andrews | | Cook |
| James J. Devine | | Engineer |
| Ignacio Martinez | | Night Watch |

## HOW A MICHIGAN TRIBE'S LANDS WERE TAKEN AWAY FROM THEM.

THE Cheboygan tribe of Indians and their descendants lost their tract of land, comprising 375 acres near Cheboygan, Mich., which the United States government granted them in 1848 and 1850, according to a decision made by Judge Sessions, and filed in district court yesterday. The federal government attempted to wrest the lands from the estate of John W. McGinn, of Cheboygan, who had acquired them through tax titles bought up by him. Unpaid taxes is largely the reason for the confiscation.

In the finding, however, the government is given leave to answer the bill of conflict in 20 days. Assistant District Attorney Bland has wired Washington of the status of the case and it is entirely probable the fight for the Indians will be carried further in the shape of an appeal.

The case was heard before Judge Sessions in Detroit several months ago. In rendering his decision the judge held that the property was taxable by the state because the Indians allied themselves with the country and owned the land in separate blocks, each warrior and his family having a piece of property of a designated size.

The land was originally given to the Cheboygan tribe in 1848 and 1850 by the government. The governor of the state was made the trustee of the lands and the guardian of the Indians, and each governor when elected was to take the responsibility of the care of the lands and their copper-colored inhabitants. No taxes were charged until 1850, when a tax was levied by the state. The Indians did not know that they were supposed to pay taxes. They had lived there for 25 years and had never known the meaning of taxes.

The taxes, however, soon doubled, trebled and quadrupled, and still none were paid, and the back taxes continued to pile up. Neither the governor, to whose care the red men and their land had been committed, nor the Indians themselves paid the taxes assessed. John McGinn bought up the titles at tax sales, and one day in 1898 the Indians, ignorant of the sale of their lands, and thinking they still owned them, were ordered off the reservation. They refused to leave.

In 1900 McGinn obtained a writ of assistance, and with the aid of deputy sheriffs ousted the red men. Their homes were burned. Oddly changed from the days of old, when they would have fought with tomahawk and rifle, they took the matter to law, and will in a few days be informed that they have lost the fight with McGinn in the white man's tribunal.

McGinn died shortly after the law fight began, but his heirs fought the matter out, and may now divide the spoils of battle.—Detroit (Michigan) Tribune.

THERE is nothing that could induce me, since I have taken the oath of Office as Commissioner of Indian Affairs, to touch a single drop of any sort of intoxicating liquor, even though I were not a Prohibitionist, which I am.—*Commissioner Sells*.

## MAJOR BRENNAN'S WORK AT THE PINE RIDGE AGENCY.

THE following interesting matter pertaining to the work of Major Brennan, agent at Pine Ridge, S. D., is taken from a recent issue of the Denver Post.

Because he is an optimist and a patriot, Maj. J. R. Brennan, pioneer hotel man of Denver, but for many years in the government service, is trying to work himself out of a job and rejoices in the belief that he is fast succeeding. He likes the job; he has done well in it; but he hopes that the necessity for it is fast disappearing; and, when the job is gone, he will look back with satisfaction on all that he did to make it unnecessary.

Major Brennan is supreme over a territory of 60 by 100 miles. He is United States Indian agent for the Pine Ridge reservation. He has been on that job for fourteen years, and the government records show that there is no man in the United States who has done better work in behalf of the government or his wards.

It was in 1875 that Major Brennan left Denver for the Black Hills. There he was in touch with Indians "in the raw," and fourteen years ago, because of his knowledge of the tribe and their respect for him, he was appointed agent for the Oglala Sioux, and has held on through all administrations, with the prospect of remaining until he has worked himself out of the job.

He is educating the Indians, he is civilizing them in every way, he is teaching them the value of money, he is inculcating pride that makes them eager to be self-supporting, he is improving their physical condition, and he predicts that within twenty years, at the outside, there will be no need of agency or agent among the Oglalas.

Major Brennan is particularly proud of the schools on his reservation. There are thirty day schools, each with a man and a woman in charge; a government boarding school with 250 pupils, and a Catholic school with 225 pupils. At some of the day schools there are Indian teachers, and they are proving efficient. Pupils of all ages are taken at the day schools, and at each the government serves luncheon every day. The food costs about 25 cents per capita per day. Every effort is made to make these meals good, substantial and wholesome, regardless of the cost, and the "good feeds" have had no little to do with the improvement in the physical condition of the Indians and the contentment they feel under civilizing conditions.

After the children have completed the grades in the day schools they are taken to the boarding school, where they get a broader outlook upon life, and where they are taught industries that will make them better men and women, particularly in adapting themselves to the changing industrial and agricultural conditions on the reservation.

Later, many of them are sent to nonreservation schools in other parts of the country, where they learn still more of the white man's ways and additional methods of helping themselves become successful farmers and stockmen and good housekeepers.

As a result of the educational system on the reservation, with which are coupled medical attendance and general sanitation, the number of Major Brennan's charges is at last increasing, after many years of decline in their physical condition. There are now 7,000 on the reservation. The death rate is declining and the birth rate increasing. The physicians under Major Brennan are rapidly driving back tuberculosis, which has been the one great scourge of the tribe, and they are fast conquering trachoma, which in the past has threatened to blind the whole tribe. The general physique of the tribe is constantly improving, and as a result the industrial efficiency of all is increasing.

Allotments of land have been rapidly made to the Indians and they are provided through the government with private herds of cattle. They are not permitted to sell any of their holdings without Major Brennan's consent, nor may they spend money without his consent unless they have gone out and earned it by the sweat of their brows. This is bringing about dignity of labor and realization of the value of money, and Major Brennan sees in all the tendencies the rapid coming of a time when the Indians will be independent and self-supporting, when there will be no agency, but the Redmen will be private, independent citizens.

The education and civilization are already strongly apparent in the matter of their attire. It is hard to find a "blanket" Indian on the reservation, unless he has "dressed up" for some occasion, and the younger men are as fond of good clothes and show as much taste in their dress as their white brothers of college age. In fact, the boys are more "fashionable" than the girls, but all are moving toward the same end, and pride is helping civilize them. Some are even becoming reluctant to accept rations, which include 2,000,000 pounds of beef annually; and this is one of the signs that convince Major Brennan that his job will soon be unnecessary.

White Antelope, Noted Cheyenne.

No more will the tales of early-day Indian warfare be related to the descendants of the Cheyenne Indians by white Antelope, the aged chief of the tribe, for the old warrior has passed over the dark river and took the trail which leads to the happy hunting ground of his fathers. At the age of 85 years, White Antelope died recently at the home of Pipe Woman, his daughter, near Watonga. For several years he had lived with DeForrest Antelope, a son, who owns several farms in the valley of the north Canadian river, says the Oklahoman.

White Antelope was the son of another White Antelope, a famous Cheyenne chief, who, with Touching Cloud and Little Chief, two other Cheyenne chiefs, were the first Cheyennes who went to Washington to treat with the "Great Father" and settle upon terms of peace. The conditions of the treaty were all arranged and the chiefs had hardly reached their lodges among the Cheyenne when the Sandy Creek massacre took place—a massacre of Indians by soldiers. The Indian camp was attacked, and the unresisting Indians were shot down without mercy. The soldiers did not know at the time that the Indians had made a peace treaty with the government.

White Antelope was at the Sandy Creek massacre. He was then a young man. He was wounded in the wrist by a bullet which came from a soldier's carbine.

White Antelope was one of the seven chiefs who signed the treaty with the Cherokee commission when the Cheyenne and Arapahoe lands were ceded to the government,

He lived when civilization was pushing westward along the Santa Fe trail, when the prowess of the painted warriors, the Cossacks of the plains, was matched against the discipline of the soldier of the frontier. White Antelope in those early days saw all that made the plains an Indian's ideal land. He saw the buffaloes thicker than willows along the banks of the Arkansas. He saw the stronger race irresistibly drive his people toward the sunset. He saw the buffaloes, those mighty denizens of the plains, disappear. He saw his people, tribe after tribe, forced to give up the struggle and become prisoners of war.

One morning in the late seventies, Antelope, with some other chiefs who still held out, stood on a bluff not far from Pawnee Rock and saw a Santa Fe train, with a line of curling smoke behind it, coming down the iron road that followed the old Santa Fe trail. As those Indians watched that train move gracefully on toward the city founded by Espejo, they knew that the new had come and that the old had passed out forever. With sad hearts that little band of Indians turned toward the Cimarron and not one of them ever went on the warpath again. They were prisoners to a new civilization.

Antelope was a good Indian in life. He advised his people to submit to the government and obey the treaty to the letter. But that was not all. Antelope became devotedly attached to the government of the United States. He had a patriotic zeal that some white men could do well to imitate.

The Indian was a total abstainer. He was against whiskey. He said that the white man's fire-water made the Indian a fool. He also refused to use tobacco and advised his people to abstain from the use of the weed.

No man had more respect for the United States government than White Antelope. For several summers he has been coming to the postoffice, and it was noticed that he always tied his pony to a post in the rear of the building. Last summer he was asked why he always tied in one place. He replied, pointing to the postoffice. "That government; no one steal pony where government see." His idea of the government was that it was a protector of property.

While White Antelope advised the young Indians to take up the white man's ways, his education and his religion, yet he said that such things were not for the old men. He died as he had lived, an Indian true to the traditions of his people. As the end approached, more and more of his old-time faith was manifested in his actions. He did not waiver in his belief, but, like the stoic warriors of his race, calmly awaited the end, declaring his faith in the god of his fathers. He said that all good white men would go to stand before the white man's God in the white man's heaven and that all good Indians would see the Great Spirit in the happy hunting grounds at the further end of the great trail.

At the funeral of White Antelope, the old and the new clasped hands at the tomb. Antelope died in the faith of his fathers, but the funeral was conducted after the manner of

the white man. Christian prayers were offered, and Christian hymns were sung. A coffin after the manner of the white man's burial was the last resting place of this aged scion of an entirely different condition of things.

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### Some History of the Euchees.

As a people, the Creek Indians owe an everlasting debt of gratitude to the Euchees whom they adopted into their tribe in 1790, and who, in the long span of years intervening since adoption, have steadfastly held to their steady habits; their superior knowledge has not only changed many of the inherited traits of the Creeks, but they have stamped their personality on the government of the Creek nation.

It is one of the anomolies of Indian life that such a people as the Euchees should have accepted amalgamation into the Creeks and should have gladly accepted removal to Oklahoma when the Creek trek was made in 1836.

Between the two tribes there is an abyss as striking as between mountain and plain. The Creeks, for over 200 years, have been a proud and haughty people. Arrogance was a pronounced characteristic. As a tribe they were devoted to games and profuse decoration and reluctantly took up pastoral pursuits. Their great religious ceremony, known as puskita, had no counter part among the Euchee people—in short, it seems to stand apart in all the solemn religious ceremonies of all the aborigines—no other tribe approaching it in splendor.

The Euchees were simple yeomanry of the soil, affable in disposition and approachable in manner. They shared with the women of the tribe all the labors incident to their life, and were devoted, exemplary husbands and fathers. They steadfastly refused intermarriage with the Creeks and are to this day as free from other blood as any tribe or remnant of a tribe residing within the confines of Oklahoma. There are less than 300 Euchees within the state, the larger majorty residing in the western and northwestern part of Creek county.

As a part of the Creek tribe they lived in permanent villages, cultivated the fields and lived in cabins grouped about a square plot of ground. The square was considered sacred, for therein were held all the religious ceremonies of this simple people. They understood pottery and were, over a century ago, experts in the making of artistic forms from clay. In the manufacture of basketry they probably were the equals of any tribe in the west or southwest. For several generations they have worn clothing made from cotton fabrics, having discarded the typical Indian costume so long ago that even the remnants of the tribe do not know when such clothing was worn by their ancestors.

They still hold to the totem worship—having probably the only totems in Oklahoma—and celebrate annually a reverential dance in honor of totems

The ceremonials, or public worship, usually occupies three days and is participated in by all the members of the town or clan. The making of fire, mimicking their ancestors in many ways, dancing to appease the wrath of the evil spirit, thanking the Great Spirit for crops and health, purifying the body internally by taking emetics, and closing the ceremonies by the eating of green corn all contribute to the annual event.

From this people the Creeks secured the idea of dividing their legislative body into a house of kings and house of warriors.—Oklahoman.

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Curious customs of the South American Indians were pointed out by Dr. Hamilton Rice, who recently explored the Amazon Valley, in an illustrated lecture before the members of the Geographical Society of Philadelphia, at Witherspoon Hall. Doctor Rice's slides included interesting studies of Indian life in the tropics. He told of his experiences with the natives, with interesting comments on the vegetation and geological formation of the country.

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The Acoma Indians already have begun plowing their ground in preparation for the planting of spring crops, Gen. H. F. Robinson, superintendent of irrigation of the United States Indian service, said yesterday morning upon his return from Acoma. He has been in the Acoma district for several days supervising the preparation of irrigation ditches for opening the water gates.—Albuquerque (N. M.) Journal.

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At one time last year, out of less than 500 adult male Indians on the Blackfeet reservation, the reclamation service had 440 of them in its employ, and for their work in the season and the use of their teams paid them $100,000.

# *In and Out of the Service*

### Aid for Minnesota Indians.

Washington, D. C.—The Indian appropriation bill, which has just passed the house, contains some provisions for Minnesota Indians that have been urged unsuccessfully from year to year by Representative Miller and other members of the delegation.

One is an appropriation of $50,000, which is to be repaid from the Chippewa fund in the treasury, for the purchase of land for about 400 non-removal Mille Lac Indians who now live around Mille Lac lake on property that has passed to the whites. Fifty thousand dollars has also been provided for the erection of two hospitals for Indians, one to be located in the northeastern part of the state, to accommodate the Fond du Lac and other bands, and the other on either Leech Lake or Red Lake reservation. In these hospitals Chippewa Indians suffering from trachoma and tuberculosis will be treated.

An appropriation of $5,000 is also made for the erection of a bridge across the Mississippi river in Cass county, on the White Earth reservation, and $61,000 for extending the waterworks system for the benefit of the Indians at the White Earth agency.—Minneapolis Journal.

### Citizenship for the Indians.

The significant feature of the council of the Society of American Indians, in session in Philadelphia, was the fact that it was composed of Indians assembled to discuss the "Indian problem" from their standpoint. These men and women have reached a stage of development when they recognize the anomalies of the position they occupy as "wards" of the nation, and are seeking to impress upon Congress their own ideas of the remedies to be applied. Naturally they place at the forefront the abolition of the tribal system, the granting of full citizenship to all Indians prepared to exercise it, and full equality before the law in the defense of their rights.

It is a hopeful sign that the Indians themselves are discussing what ought to be done. They certainly have a practical knowledge of the subject, and their version should receive serious consideration. The bitter controversies which have arisen among the most conscientious "friends of the Indians" as to matters of fact and policy merely illustrate the difficulties surrounding the subject, and if light can be thrown upon it by the Indians themselves, so much the better.—Philadelphia Ledger.

### Dr. Eliot Praises Indian Workers.

Dr. Samuel A. Eliot, who as United States Indian Commissioner has just made a tour through the Indian reservations of the Southwest, described his experiences and discussed problems of the commission before 60 members of the Cambridge Club last evening at Young's Hotel.

In discussing the work of the Indian agents, Dr. Eliot said: "I want to testify that I have never dealt with a more honest, upright, hard working body of men than those I met in the Indian service. The reason is this—the service attracts primarily men filled with the missionary spirit.

"The Indian agent has amazing power. He is the judge, father confessor, school superintendent, with unlimited control, almost, over a great number of people."

At the conclusion Dr. Eliot gave an illustrated talk, showing the desert country, life among the sheep-raising Navajo tribes and then that among the Pueblos of the Rio Grande country, who are the most interesting, archeologically, he said.—Boston Globe.

### Sioux Want Pay for Black Hills.

The Sioux Indians claim that they have never been paid for the Black Hills, the richest hundred square miles in the world, and the movement started several years ago to recover the amount due them is now fast taking definite shape, and final action on the part of the Indians will soon take place. There are twenty thousand Indians interested in the outcome, and at a meeting held on the Standing Rock reservation a few days ago it was decided to make a levy of 10 cents on each Indian for the preliminary expense of sending a delegation to Washington to secure the introduction of a bill for payment. Another meeting is to be held on the Cheyenne River reservation at any early date to make the selection of head men of the tribe to go to Washington to act for all the Indians in the pushing of their claims, which are based on the assertion that they never received any compensation for the Black Hills territory taken from them at the time of the gold discoveries in 1876.—The Weekly Review.

### Helping the Jicarilla Apaches.

Santa Fe, N. Mex.—Uncle Sam will see to it that the live stock of the Indians in New Mexico is graded up. The office of Indian affairs is advertising for 8,000 grade ewes and 200 purebred, or approximately purebred, rams to be placed upon the Jicarilla reservation in northern Rio Arriba county.

The Jicarilla Apaches have been suffering the past few years, for although having plenty of timber, they tied it up with an option that has yielded them only nominal returns. Lands have been allotted to them, but crops have been short and their grazing lands have not been stocked with high-grade cattle or sheep.

An appeal to the Indian bureau is resulting in definite action now, and before long the Jicarillas may be among the most well-to-do Indians, for they are few in numbers and their heritage of lands and timber is large.—Albuquerque Journal.

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### To Clear Titles to Dead Lands.

Geary, Okla.—It is announced through the government officials in charge of the Indian work in this city that a special government agent will be sent to the Darlington agency of the Cheyennes and Arapahos, to remain there indefinitely for the purpose of adjusting the titles and determining the heirs to thousands of acres of dead Indian land throughout this part of the country. Many Indian tracts practically have been non-inhabited for years because of obscure titles, and it is announced that the special agent will clear up all these titles and that the land can then be sold.—Oklahoman.

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### A Huge Joke.

The Indian Rights Association, through its secretary M. K. Sniffen, is out with a circular letter showing some of the inaccuracies in the statements made by Dr. J. K. Dixon of the Wanamaker Indian expedition. The pamphlet recently sent out by Dr. Dixon reciting the achievements of the expedition was such an exaggeration and so highly colored as to cause those who know of actual conditions on the reservations to consider it the product of an unsophisticated tenderfoot, and a huge joke.—Flandreau Weekly Review.

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A recent dispatch, sent out from Butte City, Mont., has the following interesting news item: State senator W. B. George of Yellowstone county, who is in the city today, says that the Crow Indian reservation, whose border is close to Billings, may be opened the present year, many of the 1,800 Indians on it favoring this plan. It contains 2,000,000 acres of the richest farming and mineral land in the state, and would furnish homes and farms for a large population of white men, the total allotments to the Indians not exceeding 400-000 acres. A lease of 400,000 acres for grazing to the Ray brothers, sheepmen, was made by the government lately.

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THE JOURNAL acknowledges receipt of the Thirty-first Annual Report of the executive committee of the Indian Rights Association. It furnishes mighty good reading for those interested in the Indian and indicates the vast amount of good this association is accomplishing for the native American. Mr. Matthew K. Sniffen is in charge of the Philadelphia office of this association, and Mr. S. M. Brosius of the Washington, D. C., branch. Rev. Carl E. Grammer, of Philadelphia, is the president.

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Mr. R. E. Cherrick writes the JOURNAL as follows: Mrs. Cherrick and I are both teaching in this school among the Northern Cheyennes. The change, this month, was made necessary on account of the burning of the Teachers' quarters, including the children's kitchen and dining room, at the Jicarilla Day School, N. M., where we have been stationed for the past three years. We disliked greatly to leave the Apaches, as we had all become very good friends, hence had our work fairly well systematized.

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Habits and characteristics of the Penobscot Union Indians were described last night to students of the University of Pennsylvania by Newell Lion, a chief of the tribe. Chief Lion, who is more than 85 years old, appeared in native costume, and in addition to relating the history of his people gave demonstrations of "moose calls" and war crys.—Philadelphia Enquirer.

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Through the efforts of J. W. Stimson, special Indian agent, the Indians at Camp Verde will probably be given an extra allowance of five acres for each buck, beyond the twenty-eight acres they now have. There are about 400 of this tribe, said to be Apaches who drifted away from the rest.—Phoenix (Ariz.) Republican.

## THE SOCIETY OF AMERICAN INDIANS IN PHILADELPHIA.

The Philadelphia Enquirer.

VARIOUS solutions of the problem that confronts the country today as to what shall be done with the Indians in the United States were presented yesterday at two meetings held here under the auspices of the Society of American Indians. The executive and finance committees of that organization, which represents thirty tribes in twelve States, came to Philadelphia so that a sectional conference might be held and those unable to attend the yearly conferences learn of the work that is being accomplished.

Three score Indians came to Philadelphia from Washington to attend these meetings. In the afternoon there was a council held in the auditorium of the Academy of Natural Sciences. In the evening a banquet, followed by a number of speeches and a reception to Cato Sells, Commissioner of Indian Affairs, was held at the Walton.

The Society of American Indians was organized three years ago. It seeks to bring about better conditions so that the Indians may develop normally as an American people in America. It urges upon all Indians that they learn the ways of civilization, and it stands for a betterment of the legal hindrances, now existant, for the progress of the Indian.

The conferences yesterday, aside from a vigorous setting forth of these principles by Indians who have established themselves in prominent positions, was marked by a repetition of the demand that the status of every tribe be fixed, that the Indian be allowed to file claims directly in the Court of Claims, that each Indian be placed in a position of knowing how much the Nation holds in trust for him in money, and that educational facilities be better.

The auditorium of the Academy of the Natural Sciences, at Nineteenth and Race streets, was the scene of the council of the members of the Society of American Indians in the afternoon. The most important of the aborigines arrived in this city from Washington shortly before one o'clock and, following an informal luncheon, proceeded at once to the Academy for the session.

A. C. Parker, a Seneca Indian, of Albany, N. Y., set forth the purpose of the society in the discussion of the problems of the race and the best solution to be reached. Prior to the time of the organization of the society he declared that the Indian, least of all people, had taken any interest in the problem. When the government imposed certain changes in tribal life on the reservations the Indian had not known why it was done nor had he questioned it.

The society had been formed, he said, to encourage the Indian in an effort to learn why these changes were being made. It hopes to bring about a realization of the rights of the Indian and of his duties through the coming of responsibility.

The delegates were welcomed by Dr. Witmer Stone on behalf of the Academy. Mrs. Marie L. Baldwin, a Winnebago Indian, connected with the department of Indian affairs at Washington, in an address declared that the Indian must realize that the picturesque life on the reservation had passed away and that he must accept the present modes of civilization.

It is in Washington, according to W. J. Kershaw, a Menominee Indian, where the great hope of the Indian must be centered. "Congress has been asked to frame a code of laws giving the Indian his citizenship," he declared. He outlined in graphic terms the distinctions made against the Indians under the existing laws.

Gabe E. Parker, a half-blood Choctaw Indian, who was recently appointed Register of the Treasury, made the most interesting address of the afternoon. He said that the attitude of the government towards the Indian was working against the progress of the race.

"Tribal life must be abandoned," he added, "before the Indian can become self-supporting or a vital force in our national life. He must be recognized as a man of capabilities. And, even at that, he has made great progress in adapting himself to the life of the country. He has suffered from the one fault of the lack of self-denial, but if the Indian were given his land with privileges and responsibilities of proprietorship that quality would soon be developed.

"There are 300,000 Indians in the United States and of that number 138,328 have citizenship rights.

"The present method by which the United States Government allows the Indian ownership of his land only by the right of occupancy, is unfair and degrading to the red men and must be changed. Not until the Indian is allowed to own property under the same conditions as the white man will there be security and stability to him and his accomplishments.

"The Indian must learn self-reliance, sagacity and other characteristics of civilization by experience. He cannot do this unless he is granted real title to his lands."

The need of further educational facilities for the Indians of this country was outlined by H. B. Peairs, Supervisor of Indian Schools, who was a speaker at the afternoon session.

"There are 75,000 Indian boys and girls of school age," he said. "Of these, a part are in the government schools, a part in the mission schools and a part in the public schools by a special arrangement between the Federal government and the States.

"The best thing for the Indian is the public school. Through that means they will be more rapidly assimilated into the life of the country. The government schools are not inferior. In fact, in some of their departments they are superior to all the schools of the country, as is proven by their graduates."

The mission of the Indian, according to Supervisor Peairs, is to obtain his education and then return to his people and aid in the work of uplifting them.

"Of the 5700 employes in the Indian branch of the Department of the Interior," he said, "nearly one-half are Indians. The time will come when the government schools will not be worth while and arrangements must be made between the government and the State for the education of the Indian until he becomes a taxpayer. This will aid in bringing about an uplifting of the Indian from some of the sordidness of his life."

General R. H. Pratt, founder of the Carlisle Indian School and its superintendent until 1904, read various references to the Indian problem made by the Presidents of the United States during their terms in office, pointing out that it had always been the idea that the Indian should be assimilated into the American type. He declared that the Indian schools would never completely solve the problem and that the best means of dealing with it was to send the Indian out into the world on an equal footing with his fellow men and let him stand on his own feet.

Cato Sells, Commissioner of Indian affairs of the United States, also spoke briefly, pledging his support to the work being done by the Society of American Indians.

P. J. Hurley, tribal attorney for the Choctaw Indians, praised the administration of Commissioner Sells. He said that in Oklahoma the estates of poor defenseless Indian children had been defrauded by dishonest officials; that the Commissioner has effectively put a stop to this practice.

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### Teaching Indians Lace Making.

Redlands, Cali.—Redlands society women have been having a strike on their hands. The strikers were a band of Indian women lace makers on the Soboba Reservation near San Jacinto. They have been getting approximately 10 cents an hour for their labor. They demanded an increase, and all but two laid down their looms and bobbins and refused to toil longer. Mrs. E. C. Sterling, who is in charge of the lace making department of the Redlands Indian Society, returned from an emergency call to the reservation, where she succeeded in patching up the difficulty.

The Redlands Indian Society has just spent $1000 teaching the Soboba Indian women how to make lace. Most of the money was furnished by Mrs. Willis James of New York, said to be one of the wealthiest women in the United States. A teacher was employed to instruct the women. The society has furnished all the equipment necessary for lace making and contracted to take all the lace from the Indian women as soon as it is finished at prices ranging from 35 cents a yard upward. The first consignment was received here at Christmas. No more has came in. The society has already instructed the Pala Indian Reservation women how to make lace and they are getting along admirably in the work.—Los Angeles Times.

I BELIEVE that the greatest present menace to the American Indian is whiskey. It does more to destroy his constitution and invite the ravages of disease than anything else. It does more to demoralize him as a man, and frequently as a woman. Let us save the American Indian from the curse of whiskey!—*Commissioner Sells.*

# *Field, Agency and School*

### Mr. Sells Turns Down Bigger Salary.

During Commissioner Sells' visit in Oklahoma it was currently reported that he had just been offered a bigger salary and a position with less strenuous duties attached than the one he is now occupying. The JOURNAL, glad of the commissioner's decision to remain at the head of affairs Indian, is pleased to present to its readers the following interesting comment on the affair, taken from a paper published in Mr. Sells' home state, the Dallas News:

"The record which Judge Cato Sells of Texas has made as Commissioner of Indian Affairs in a six months' period has almost resulted in Secretary Lane of the Interior Department losing his Indian Commissoner. The Interstate Commerce Commissoin has had its eye on Commissioner Sells in connection with its great task of making a physical valuation of the railroads of the United States. So important is this work that Judge Prouty, one of the ablest men who ever sat on the Interstate Commerce Commission, resigned from the commission to direct this important task. Thereupon the commission began to look around for men who are to cooperate with Judge Prouty, and after looking over the field it decided unanimously upon Judge Sells as the man to put at the head of the work of making a physical valuation of the real estate and terminal properties of the railways of the country. It fixed the salary for the place at $7,500 and then tendered the position to Judge Sells.

"To the surprise of every one cognizant of the situation, Judge Sells, after considering the proffer several days, declined the position which carries a salary greater than that of Commissioner of Indian Affairs, and which is recognized as one of the weightiest importance to the country. Judge Sells was moved to decline the position out of sense of loyalty to the extensive policies that he has mapped out for the reformation of the Indian Service, which he feels he can not desert at this important stage of the work. The Interstate Commerce Commission asked Judge Sells to defer his decision, but he has definitely declined the place and will remain at the head of the Indian Bureau to carry on the work that he has so earnestly and effectively begun."

### A Successful Day-School Band.

Bishop, Calif., Mar. 1, 1914.

Editor INDIAN SCHOOL JOURNAL:

The Bishop Indian Day School is going to give an entertainment at the Opera House in Bishop for the benefit of the school band. We gave one a year ago and made $251. We expect to do much better this time, as we have the cooperation and help of the society people of Bishop.

I would like very much to have the enclosed cuts of Hiawatha, or something similar, to use in getting out the program. I will either return them to you in good condition or pay for them, as you choose.

Our band was organized one year ago. We have raised for its organization and support to date about $800. We have never received any Government aid. Harrison Diaz, who learned to play in the Chilocco band, and who worked in the printing department of your School and at St. Louis during the Exposition is the leader. They have made good progress. This entertainment is for the purpose of getting them uniforms.

The band now has 22 members.

Yours respectfully,

GEO. SEMERAL,

Teacher Bishop Indian School.

P. S.—Our school is the largest Day School in California. We have four employees and 60 pupils.

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### Indian Warehouses Seem Doomed.

Washington, D. C. — Representative C. B. Miller, as a member of the Indian affairs committee, in a speech in the house while the Indian bill was under consideration, strongly defended the provision in the bill to prohibit the use of any of the money appropriated by the measure for the establishment of warehouses from which to buy and furnish stores to the Indians.

Congressmen representing San Francisco, Omaha, St. Louis, Chicago and New York, the cities where warehouses were formerly operated, made a concerted attack on the prohibitory provision, but were unable to substitute for it an amendment to reestablish the warehouses. Mr. Miller favored abolishing the warehouses because it gave the merchants of the cities in which they were located, an undue advantage in competing for government supplies with other cities having no warehouses.

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An effort to strike from the pending Indian appropriation bill a provision to abolish the

five Indian warehouses maintained by the Government for the purchase and storage of Indian supplies failed to-day in the House. The warehouses are located in New York, Chicago, St. Louis, Omaha and San Francisco. Representatives from these cities protested vigorously but vainly against the provision and expect to reopen the fight to-morrow. —Washington News Dispatches.

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Sioux Indians from the Pine Ridge reservation of South Dakota shook hands to-day with President Wilson. They were presented by Senator Sterling and said they were having a good time in Washington, except that their shoes were too tight, which made walking somewhat uncomfortable. In the delegation were High Pipe, Brave Bird, Hollow Horn Bear, son of the late chief who died here during the inauguration of President Wilson, Quick Bear, Henry Horse-Looking, Charles Tackett, William Thunder Hawk, and Standing Elk. They also shook hands with Secretary Bryan.—Washington News dispatch.

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Klamath Falls, Or.—Dr. Stacey Hemenway a veteran of the Indian service, and engaged in ministering to the ailing on the Klamath Indian Reservation since the early '80's, recently died in the harness at that place. Over 80 years old, he kept up his active duties at the Yainax Sub-Agency until a few weeks ago, when he was taken sick. He realized that he was nearing the end and telephoned to Klamath Falls for an attorney, on whose arrival the aged man made his will and attended to other legal matters.

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Agent W. A. Van Voorhis, of the Piute Indian settlement at Fallon, Nev., states that the Indians in that locality are cultivating sugar beets. The Indians raised beets last year so successfully that the government has allotted them ten acres each for the culture of sugar beets and has provided them with money and implements for their first crops. They will pay the money back and pay for the implements in installments each year.—Sacremento (Cali.) Bee.

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The commissioner is firmly convinced that Indian minor guardianship matters in Oklahoma are in even worse shape than he had expected, but also certain that remedial action is assured. Mr. Sells places the blame for existing conditions on the great mass of guardianship litigation, which simply snowed under the probate courts in many instances and gave opportunity for any graft that the guardian who happened to be corrupt wished to put over.—Press Dispatch.

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Bids on boots and shoes, paints and oils, furniture, leather and harness, tinware, stoves, hardware, medical supplies and coal—in the manufacture of which St. Louis ranks first—will be opened in the spring when the government contracts for its 1915 Indian supplies. Indian reservation supplies last year cost the government $20,306,159. Samples will be shown at the United States Indian warehouse, Burton B. Custer in charge.—St. Louis Star.

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Nett Lake, Minn.—At a meeting of Indians of the Bois Fort Indian reservation, held here, 120 Indians who sought admission to the Chippewa tribes of Minnesota were rejected. A resolution informing the honorable commissioner that the Nett Lake school burned Feb. 10 and that a boarding school to replace it was desirable, was adopted. The Indians urged that it be built as soon as possible.

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The present Indian bill carries $9,619,737 and the only material change made in the measure as it came from the committee was the striking out of a provision authorizing the Secretary of the Interior to make a per capita payment to the enrolled members of the Choctaw and Chickasaw Indians of the Five Civilized Tribes, out of the tribal fund. This amount is a reduction of $2,165-127 from Indian Office estimates.

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Claremore, Okla.—The commissioners of Rogers county have started refunding tax moneys collected on homestead lands in the county for the past five years. More than $5,000 was refunded on the first day, and a total of practically $30,000 will be refunded to the original allottees of Indian homestead lands who have paid taxes on the same to the county treasurer.—Oklahoman.

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The JOURNAL solicits the help of all employes. If you have something that would benefit the Good Work, or the Indian, if it were published, we invite you to send it in. We also would like to publish items of news from your school interesting to the Service.

# DEPARTMENT OF AGRICULTURE

## CHILOCCO'S ADVANCED COURSE IN AGRICULTURE

By H. B. Fuller
Teacher of Agriculture at Chilocco

THE term agriculture is derived from two Latin words, *ager* meaning field, and *cultura*, culture or cultivation. The Romans grew their grain and forage crops without the walls that surrounded their cities; this was their agriculture, while their horticulture was the cultivation of fruits and vegetables within the walls, and was derived from the two words *hortus*, enclosure, and *cultra*, cultivation. The original meaning of these words is not significant under present conditions.

In modern usage agriculture means the business of farming. It includes agronomy (field crops), horticulture, animal husbandry, forestry, the manufacturing of many farm products as butter, cheese, etc., and the marketing of these crops and products. It is in its modern meaning that agriculture is used in the Chilocco course.

The course covers two years and, omitting the cultural subjects, is as follows:

First year, first term,—farm accounting, agricultural botany, economic entomology, shop practice in carpentry. Second term,—farm crops, plant pathology, shop practice in harnessmaking and painting. Second year, first term,—physics, agricultural chemistry, soils, and shop practice in blacksmithing. Second term,—horticulture, rural economics, types and breeds of farm stock, and feeds and feeding.

The following is a brief statement of the work of each subject.

### Farm Accounting.

Farm accounting is taught with advanced arithmetic. It deals with simple accounts, notes, drafts, checks, etc., farm inventories, farm accounts, farm cost accounting, etc. It is especially to teach students to handle the accounts of a farm enterprise intelligently.

### Agricultural Botany.

Agricultural botany is a study of plant physiology applied to agricultural crops. Before a student can intelligently understand the methods and reasons of plant cultivation, plant propagation, plant breeding, etc., he must know how seeds germinate, how plants get their food from the soil and air, their structure, the elements necessary for their growth, climatic conditions necessary for their growth, etc. A thorough study is made of the structure, uses, modifications, offices, and physiological properties of seeds, roots, stems, buds and branches, leaves, flowers and fruits.

Each student is provided with a small nicely mounted microscope with two lenses of six and twelve power respectively. These are used in the study of the seeds, leaves, roots, etc. A fine Bausch and Lomb compound microscope magnifying to 570 diameters is available for use in studying cell structure, pollen grains, and root hairs. Besides studying specimen plants brought into the laboratory, seeds are germinated and plants are grown in the laboratory. Frequent trips are also made to the fields to study plant growth. This subject gives many of the scientific facts and principles on which the study of farm crops and horticulture rests.

### Economic Entomology.

C. L. Marlatt in the year book of the U. S. Department of Agriculture says: "Very careful estimates, based on crop reports and actual insect damages over a series of years, show that the loss due to insect pests of farm products, including fruits and live stock, now reaches the almost inconceivable total of $1,000,000,000 annually." A great deal of importance is, therefore, attached to this subject.

The study covers insect transformations, the anatomy of insects with especial reference to their mouth-parts, their feeding habits, insecticides both stomach and contact, methods of spraying, spraying machinery, mixing insecticides, etc.

The classes have collected many of the injurious and beneficial specie of insects of our

locality which have been mounted and preserved in insect boxes for reference and study. Samples of the different stomach poisons, and of the various materials used in mixing spraying material are kept in the laboratory. A hand force pump and one each of the different types of nozzles are also in the laboratory for use in demonstration work. A fine gasoline power spraying outfit used in the school's big orchards is also available for use and study.

After the study of the transformations and anatomy of insects and of the poisons and spraying machinery, a study of the life history, habits, and methods of control of some thirty of our most injurious insects is made. The students also study many of our beneficial insects, and the best methods of using them in controlling injurious ones. The study covers one-half year's time.

### Farm Crops.

Farm crops is a study of the kind of soil adapted to each field crop; methods of preparing the seed-bed; time and methods of planting, cultivating, harvesting, storing and marketing; methods of improving; its distribution and its uses.

Specimens of the various field crops are dried and kept in the laboratory for illustrative material and some seventy four-ounce bottles of the field grains have also been collected for use in studying the various grains. The small microscopes used in the botany class are available for studying our grains.

A regular course is given in judging corn, wheat, oats, alfalfa and some of the hay plants. Germination tests and tests for purity of various farm seeds are made by the students. In this connection a collection of over one hundred of our weed seeds is of great help to the students in identifying the weed seeds found in their samples.

Frequent excursions are made to the fields and to the experimental plots for observation and study.

The following is a brief outline of the crops studied: Grain crops—corn, wheat, oats, barley, rye, flax, kafirs, cane, millets, broom corn, buckwheat; forage crops—meadow and hay making plants, pasture plants including perennial and annual grasses; legumes, alfalfa, cowpeas, soybeans, clovers, peanuts, etc.; root crops—potato, sweet potato, etc.; fiber crops—cotton, flax; sugar plants, sugar beets and cane.

### Plant Pathology.

Plant pathology is a study of the diseases of economic plants. The students first study algae, fungi, (yeasts, rusts, etc.) in the laboratory where they grow specimens for study under the compound microscope. This lays a scientific basis for a thorough understanding of the habits of growth of the plant diseases themselves, and the methods of control.

The compound microscope used in agricultural botany is available for this work. Test tubes and glassware are supplied from the chemical laboratory. Specimens of diseased plants are being collected for use in the laboratory. Students are also taken to the field, orchard and garden to study the diseases wherever they are found. Special study is made of a list of diseases affecting garden, orchard and field crops, together with methods of control or prevention as follows:

Cereals—the rusts, smuts, and scab of wheat; the rusts and smuts of oats; the smuts of barley; and the smut of corn.

Legumes—the rusts, pod spot, and blight of beans; the wilt and leaf spot of alfalfa; and the wilt of cowpeas.

Root Crops—the blight, rots, and scab of the Irish potato; the rots of the sweet potato; and the rot of beats.

Garden Crops—the wilt of tomato, cucumber, muskmelon and watermelon; the black rot, club root, and wilt of cabbage.

Orchard fruits—the scab, blight, twig blight, and blotch of the apple; the anthracnose, and phylloxera of the grape; the brown rot, peach leaf curl and yellows of the peach; and the blight of pear.

### Agricultural Chemistry.

This subject is prefaced by a study of many of the elements to make the student familiar with their properties. A laboratory equipped with gas, water, sinks, iron stands, pneumatic troughs, drying oven, retort and condenser, glass-stoppered bottles for acids and alkalies, and other glassware and tubing, etc., necessary to perform the experiments outlined in the course, is available for the use of the students, each of whom is supplied with apparatus and chemicals, and works each experiment. The laboratory is also supplied with a fine analytical balance for use in determining the dry matter, ash and nitrogen content of plants.

The course not only covers the elements above mentioned, but deals with the chemical changes taking place in plant and animal life, and those dealing with our methods of curing and storing farm crops and the feeding of farm stock.

The course is taken by the girls as well as by the boys.

The following is a brief outline of the principal topics studied, not including the elements and their properties;

1. Water content and ash of plants.
2. Non-nitrogenous organic compounds of plants.
3. Nitrogenous organic compounds of plants.
4. Chemistry of plant growth.
5. Composition of plants at different stages of growth.
6. Factors which influence the composition and feeding value of crops.
7. Composition of coarse fodders.
8. Composition of wheat, corn, oats, etc.
9. Composition of mill by-products.
10. Composition of roots, tubers, fruits, etc.
11. Fermentation.
12. Chemistry of digestion and nutrition.
13. Rational feeding of animals.
14. Rational feeding of man.

PHYSICS.

The course in physics is elementary, and is especially arranged to cover the laws of physics which will be most useful to the student of soils and agricultural chemistry, and that will be most practical to the farmer.

The subject is taught by the laboratory method, most of the laws being proven by experiments preformed by the students or demonstrated by the instructor. Physical apparatus was purchased the past year for this work and more will be added from time to time until we are fully equipped for this work.

SOILS.

The subject of soils is a study of the principles underlying farm practice so far as it applies to the working of the soil. The study is carried on by means of class-room recitations, laboratory exercises, and field work.

The soils laboratory is equipped with a drying oven, soil thermometers, King's soil tub, soil auger, balances, brass soil tubes, compacting machine, nest of soils seives, glassware, tubing, and other necessary material.

Each student works out the problems outlined in the laboratory and field exercises.

The following principal topics are covered by the study:

1. Origin and classification of soils.
2. Primary relation of soil and plants.
3. Nitrogen in the soil, soil innoculation and nitrogen fertilizers.
4. Phosphorus and potassium in the soil, their avilability, use as fertilizers, etc.
5. Soil analysis.
6. Farm manures.
7. Commercial fertilizers.
8. Physical properties of the soil.
9. The water supply of the soil.
10. Temperature and ventilation of the soil.
11. Drainage.
12. Soil erosion.
13. Tillage.
14. Humus.

Class in Agriculture Judging Draught Animal.

15. Relation of crops to climate and soils.
16. Soils of the United States.
17. Management of sandy, of clay, and of marsh soils.
18. Dry farming.

TYPES AND BREEDS OF FARM ANIMALS.

The United States census for 1910 gave the value of the live stock on our farms at over four billion nine hundred million dollars, a sum far too large to comprehend. But it shows most forcibly the necessity of a study of our live stock. Under this topic the students make a brief study of the history of the development of the different types and breeds of horses, cattle, sheep and swine; of animal conformation and type and their special uses and adaptation. The judging of stock is given considerable attention so that the student may become familiar with the different breeds of animals by practice in actual judging. The score card is used as a guide for the students in the work. Trips are made to the neighboring farms to study breeds not represented in our school herds.

The following is a list of the principal types and breeds of stock studied:

Draft horses—Percheron, Clydesdale, Shire, Belgian. Coach,—Hackney, French coach, and German coach. Light harness type—Arabian, Thoroughbred, American saddlers, American trotters. Ponies,—Shetland.

Beef cattle—Shorthorn, Hereford, Aberdeen, Angus, Galloway. Dairy—Jersey, Holstein, Friesian, Guernsey, Ayrshir. Dual-purpose—Red Polled and Brown Swiss.

Fine wool sheep—Merino, including the Spanish, Delaines, and Rambouillet. Medium wools—Southdnown, Shropshire, Oxford, Hampshire, Dorset Horn, Cheviot, and Suffolk. Long wools—Leicester, Cotswold, Lincoln, Romney Marsh, and Black Faced Highland.

Lard type of hogs-Berkshire, Poland-China, Duroc-Jersey, Chester White. Bacon type—Large Yorkshire, Hampshire, and Tamworth.

FEEDS AND FEEDING.

The following outline of the subject matter of this study gives a good idea of its object and scope:

1. The relation of plant and animal life.
2. The chemical elements of nutrition.
3. The compounds of animal nutrition.
4. The composition of the bodies of farm animals.
5. The digestion of food.
6. Conditions influencing digestion.
7. Distribution and uses of digested food.
8. The function of the nutrients.
9. Physiological value of the nutrients.
10. The laws of nutrition.
11. Feeding practices, experimental data, and scientific investigations.
12. Natural food products.
13. Commercial feeding stuffs.
14. The valuation of feeding stuffs.
15. The selection and compounding of rations.
16. Maintenance rations.
17. Feeding for milk production.
18. Feeding growing animals.
19. Feeding for the production of meat.
20. Feeding work animals.
21. General management in feeding animals.

Besides a study of the text, rations are compounded, and their effect upon the aminals noted in the dairy barn, the horse barn and in both the beef cattle and hog feed lots. The subject teaches in the most practical way the principle underlying the feeder's art.

HORTICULTURE.

The 185 acres of fruit trees in the school's orchards and nursery offer splendid opportunities for practical study. The students bud, graft, prune, plant and spray after studying the principles which underly the operations in the class-room. The following outline will give a general idea of the subjects covered by the course.

Propagation—by seeds, spores, bulbs, layering, cuttings, root grafting, the nurse graft, clefting, budding, stock and cion, and stocks for different fruits.

Planting—distance apart to plant, double planting, and interplanting, laying out the land, planting out the trees, fall vs. spring planting.

Management—cultivation, cover crops, fertilizers, picking, grading, packing, and marketing.

Pruning—purpose of pruning, principles of pruning, time to prune, painting wounds, pruning for planting, pruning for fruit, shaping the tree, and pruning tools.

Spraying—Bordeaux mixture, Paris green, arsenate of lead, lime-sulphur wash, kerosene emulsion, dust spray, spraying machinery, time to spray.

Fruits—apples, peaches, pears, plums, cherries, apricots, nectarines, quinces, and bush fruits.

Renovating old orchards—method, cost, cultivation, fertilizers, returns, etc.

Vegetable gardening.

RURAL ECONOMICS.

Cooperation among farmers, both socially and financially, is an imperative necessity; and this subject is taught that our students may be well grounded in the fundamental principles of political economy as applied to rural conditions. The course covers the following general topics:

1. Ways of getting a living.
2. Farming as a way of getting a living.
3. Early stages of farming.
4. The beginnings of modern English agriculture.
5. Beginnings of American agriculture.
6. Era of national development.
7. Land as a factor in agricultural production.
8. Ways of economizing land.
9. Labor as a factor in agricultural production.
10. Capital as a factor in agricultural production.
11. Problems of investment.
12. The distribution of the agricultural income, (a) wages, (b) rent, (c) interest, (d) profits.
13. Problems in rural social life.

## A Farmer's Creed.

"I BELIEVE in red clover; I believe in cow peas; I believe in soy beans, and, above all, I believe in alfalfa, the queen of forage plants. I believe in permanent agriculture, a soil that shall grow richer rather than poorer year by year. I believe in 100-bushel corn and 50-bushel wheat, and I shall not be satisfied with anything less. I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience. I believe in the farm boy and the farm girl—the farmer's best crops and the future's best hope; I believe in the farm woman and will do all in my power to make her life easier and happier. I believe in a country school that prepares for a country life, and a country church that teaches its people to love deeply and live honorably. I believe in community spirt, a pride in home and neighbors, and I will do my part to make my community the best in the state. I believe in better roads. I will use the road drag conscientiously, whenever opportunity offers, and I will not "soldier" when working out my road tax. I believe in happiness; I believe in the power of a smile; and I will use mine on every possible occasion. I believe in the farmer; I believe in farm life; I believe in the inspiration of the open county. I am proud to be a farmer, and I will try earnestly to be worthy of the name."

## *Chilocco Items of News*

Exit basket ball—enter base ball—and that's where we "shine."

The Chilocco harbingers of spring—Mr. Robin and Mr. Bluebird—arrived March third.

Mr. Fuller made Kansas Agricultural College at Manhattan, Kans., a visit this month.

Mr. Carruthers was in Oklahoma City during the month to look after property there.

Our superintendent returned from Washington March 5th and reports the Indian Office a very busy place under the leadership of Commissioner Sells.

Hauling rock from the quarry to the crusher keeps several teams and drivers busy. The stone crusher eats up a large amount of rock in a month's time.

A recent addition to the school kitchen is a fan ventilator, which is run by electricity and used to carry off the steam and odors which come from the steam cookers. An electric meat grinder is also a recent equipment there.

Mr. and Mrs. Thomas K. Adreon were Chilocco visitors during the last week in February and the first in March. Mr. Adreon was here in his official capacity as special auditor of our bookkeeping and accounting departments.

Mrs. J. R. Wise, of Lawrence, Kans., wife of the superintendent of Haskell Institute there, made Chilocco a short visit this month. This was her former home, and she has many friends here among the employees and pupils who were glad to see her again.

Dragging the roads is Hostler Keton's job. After a rain you will find him "on the job" and when you remember that it is about three miles between the campus and the Santa Fe station—only a part of his route to drag over—you may see that it is not done in an hour's time.

Now that spring is upon us, students and employees are cautioned again by the JOURNAL to "Keep on the Walks" until the grass has a chance. After that, be careful to not make paths. We are all proud of our campus—lets make it more beautiful than ever *this* year. Mr. Federick asks your help.

The band is now occupying their new quarters in the shop building. It makes a well lighted, well ventilated room and is located where the boys may practice at their convenience without bothering any other department. Band Leader Addington now has twenty-eight members in his concert band.

A new electric bread-dough mixer has been added to the equipment in the school bakery. This gives the department two such machines, both electrically equipped. When one considers the mixing of over 500 loaves of bread daily it may be reasoned out easily that these two machines are great labor savers. The electrical department made the installation.

The harness department has been shipping out some nice work. Recently Mr. Addington and his boys completed a nice single driving harness for the Tullahasse school, a light driving set of team harness for the Nuyaka school, and a heavy set of work harness for Mr. Fred Bruce. These examples of harness making draw favorable comment from visitors to the department and show concretely what Chilocco students are doing.

The busy season for Mr. Frederick, horticulturist and landscape gardener, has opened. With the large campus, orchards, nurseries, etc., to look after, he will have no time to go fishing in. His is a large territory to cover, and one that demands close attention if best results are obtained. The results of this department are highly appreciated for we all enjoy the beautiful flowers, the well-kept lawns and the lucious Chilocco-grown fruit.

We do hope Congressman Campbell will eventually prevail upon the Government to build the rock road from the school to connect with that built to the reservation by Cowley County, Kansas. It would mean a great deal to us to have such a connecting link, and it is next to impossible for us to build it owing to the fact that Mr. Rader and his force have all they can do to build these thoroughfares around the campus, which will take a long time yet to finish.

A JOURNAL reporter recently peeked into the gardener's storehouse and found it a model of neatness. Here were tools—out of commission in winter time—covered with grease and hung to the rafters, work clothing all nicely hung up, racks for tools in daily use, rubber boots (perhaps a dozen pairs) stored on racks for the purpose, lockers for things that should be locked up; everything having a place and everything in its place—floors clean, benches clear; you could put your hand on just the tool you wanted; no sorting; no time lost; everything in sight. It is just such an example that Indian boys need—practical, sensible training. Care of tools and property is a main fundamental of Indian education—one to be inculcated most forcibly and lastingly through such examples set by instructors.

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### The End of Basket Ball Season.

One of the best basket ball games ever witnessed at Chilocco was played in the school gymnasium the evening of February 28 between the Chilocco Indians and the team from the State Normal school at Emporia, Kansas Though our boys were greatly outweighed and seemingly small compared to the members of the visiting team, the game was spiritly fought from start to finish, and at no time during the game could it be seen which team would come out victorious. At the end of the first half the score stood 13-14. The last

half was a battle royal, fast and furious, with enough cheering to raise the roof—the score stood even; one team would score only to have the other team even up points by throwing a basket and the result was in doubt until the last half-minute, when Dominguez and his braves made extraordinary effort to nose out winners, accomplishing it by getting four additional baskets, making the score 25-29 favor the Indians. Coach Jones is to be commended for his work with this season's material, and manager Martinez should be credited with a successful season's playing. The membership of the team is as follows: Forwards, Juan Chacon, E. Dominguez; center, Jesse Wright; guards, Vidal Zuniga, Frank Knight; substitutes, Louis Grounds, Grover Doshinko.

### Chilocco Loses Her Star Battery.

Yoeman Scott, pitcher, and Joseph Spaniard, catcher, of Chilocco's last year's champion baseball team, won fifteen out of sixteen games played with different colleges in Kansas. This Seminole battery will, however, be separated, as Scott will play with Dallas in the Texas league and Spaniard will sign with the Tacoma team of the coast league. Most everyone who has seen these boys perform give them credit for having all the earmarks of real big leaguers; Scott with three years on the Chilocco team and Spaniard with only two under Coach Jones They will be watched with much interest by their friends in this vicinity and in their home town, Lamar, Okla. —Arkansas City (Kans.) Daily News.

### AMOS B. ILIFF.

Mr. Amos B. Iliff, superintendent of industries at Chilocco, died at Mayo Brothers' hospital in Rochester, Minnesota, on February 17, at the age of fifty-nine. Mr. Iliff had not been well for some time and finally decided to go to the famous hospital in Rochester, where he was operated upon. The operation was considered successful and he lived for fifteen days succeeding it, but the disease was of such a nature that recovery was impossible. Mrs. Iliff went with him to the hospital and remained there. Their son, Joseph, who is an employee in the Indian school at Wahpeton, North Dakota, was also with his father when death came.

Mr. Iliff was born near Indianapolis, Indiana, February 13, 1855. He came to Kansas with his parents in 1869. They settled on a farm near Vinland. His early life was spent there assisting his father in carpentry. On September 17, 1889, he entered the Indian Service as carpenter at Haskell Institute. After having that work for several years he was promoted to the position of superintendent of industries, which place he faithfully filled. After some years he received a promotion to the Fort Lewis Indian School, Colorado, as assistant superintendent. Later he was an employee in the Phoenix school and for several years has been at Chilocco. He was an upright, consistent Christian and his friendly disposition won many friends for him in every place he lived. Mrs. Iliff, the son, aged father and brothers, have the sincere sympathy of friends throughout the Service.

The funeral service was held in the little Methodist church Mr. Iliff helped to establish in his home town, Vinland. Although the day was stormy and disagreeable a large number of friends were in attendance. The floral offerings were beautiful. The Chilocco employees sent a magnificent wreath supported by an easel, and old friends at Haskell a large pillow formed of exquisite blossoms. —Haskell Leader.

### Where Did the Indian Originate?

W. E. Myer, president of the Cumberland River Valley improvement association, was the chief speaker before the meeting of the Tennessee Historical society at the society's regular meeting. Mr. Myer told of the many discoveries he has made of the arts of the early Indians in Tennessee and the light these discoveries shed on the probable origin of the North American Indians.

Mr. Myer first took up the art of the early Indians in Tennessee and showed pictures of several idols from the old Indian towns of Tennessee, One of these, from the mouth of Falling Water on the Caney Fork river, is one of the oldest objects of adoration that primitive man has left in the Cumberland valley. It is made of hard limestone and is so old that the features have nearly all been washed away by the rains of the centuries. It must have been made and worshipped by man as soon as he reached the valley, several thousand years ago.

Next were shown rude images, made of sandstone, from Smith county. Attention was called to the fact that the flat, broad face, slightly turned upward, was characteristic of paleolithic and neolithic man of all races the world over. Similar images have been found on the site of ancient Troy, says Mr. Myer.

A rare Tennessee image decorated with a huge rattlesnake that covered all the body was shown. The same idea was also shown in a Tennessee shell gorget, worn with some religious significance, decorated with the same rattlesnake. Many other Indian images were also shown.

A most curious discovery, made by Mr. Myer, was here shown for the first time. In looking over the casts of Mexican antiquities, he discovered there ran through and through them a series of heads so like the typical head of the modern eastern Asia Buddha, that the difference was almost indistinguishable. He showed many Mexican Buddha-like heads and many real Buddha heads in proof. This is a fact new to science, and is a discovery of Mr. Myer.

Mr. Myer's theory is that the American Indian originally came from Asia. He showed some twenty photographs of natives of Mongolia, Tibet and Siberia, and by their side photographs of the common North American

Indians. The resemblance was more than striking, and the speaker declared a theory of a common origin for both races.

Then was shown a map of eastern Asia and North and South America, and traced thereon the probable pathway by which the peoples of eastern Asia, forced by overcrowding, had come, step by step through Siberia, to Behring strait; there crossed on the solid ice in winter; thence down through Alaska to British Columbia; thence through the United States southward to Mexico, Central and South America.—Nashville (Tenn.) American.

### Some Ft. Totten School News.

Col. Pringle is making an official visit at the school. He drew up the plans for the improvements in the heating and lighting plants and wanted to see them in operation in a North Dakota winter. He left on the 23rd for Mt. Pleasant, Mich.

Dr. Newton, dentist in the Indian Service, left us on the 5th for Fort Berthold. The Dr. has been with us for some months and finished the dental work at Fort Totten up to date.

The opening of the new year brings our electric lighting system into operation once more, making our plant complete after a temporary lighting for fourteen months. At this writing the work is not completed as planned, but the lights are in operation around the square and the Grey Nuns Department, carpenter shop, and will extend to the barns next. The work in the various departments has been carried on under many difficulties occasioned by poor lighting and the completion of the work this far is appreciated by everyone.—The Fort Totten Review.

### Students Strong for Prohibition.

Indians at the Haskell institute are in a hopeful state of mind, according to Mrs. Lillian Mitchner of Topeka, president of the Kansas W. C. T. U., who spoke before about 600 students there last week. They voted 550 strong for national prohibition, which is a higher per cent than some of the political parties in Kansas can muster at present, according to stories that are leaking out of party conferences. And 350 of the Indian boys belong to an anti-tobacco club, Mrs. Mitchner reports.

"I was surprised at the institute and the Indians. I have always understood that they were a stolid, undemonstrative people, who considered it a disgrace to laugh. Yes, I have read J. Fenimore Cooper, and perhaps some other Indian tales. But do you know, those Indians just laughed at the stories I told at the same places that white people do. Human nature seems to be about the same after all.

"Their vote on national prohibition was something of a pleasant disappointment, I will admit. Some of our Kansas friends might profit by their example in that regard."—Topeka (Kans.) Capital.

### Indian Students in Public Schools.

Muskogee, Okla.—That Indian children enrolled as pupils in the state schools of Oklahoma are rapidly assimilating knowledge in a way that compares favorably with white pupils in the same schools, is the opinion of Calvin Ballard, inspector of day schools for the Indian school service, who this year has spent many weeks visiting the rural schools having Indian children enrolled.

"It was surprising to me to find that the average attendance of each Indian child was fully up to the average of the white children in the schools," said Mr. Ballard. "Furthermore, reports from the teachers indicate that the Indian children as a rule are as bright and learn as readily as do the white students."

Mr. Ballard, besides visiting the rural schools, makes it a point whenever possible to visit community and county teachers' meetings for the purpose of talking over with the teachers the best way to get results from their work with the Indian students.—Oklahoman.

INDIAN children at the Tucson Training school furnished an interesting and unique program for the meeting of the Women's Missionary Society Tuesday afternoon. About 35 ladies went out and a few of the men of the Trinity church accompanied them. The morning was spent in inspecting the school plant. At noon lunch was served by the teachers and pupils. In the afternoon a program was given by the teachers and pupils, illustrating the work of the school. Dr. James Moffett, superintendent of the department of missions among the Indians of the southwest, gave an address telling of the work among the Indians. The program consisted of music, recitations, and the reciting of scripture by the Indian children.—Tucson (Ariz.) Star.

## *The Work of the Field Matron*

Conducted by Mrs. Carrie L. Wilcox.

A Cheyenne Home.

This is the allotment and home of Sampson Kelley, a Cheyenne Indian, but Sampson does not occupy the house; his sister Glenna Block and her husband live in the house and John Block, the husband farms the land.

The house is very well built, with good cement foundation, two porches, four large rooms down stairs and an attic above; the barn is well built with large hay loft and plenty of room for stock; also notice the fine cement cave.

Glenna is an ideal housekeeper—linoleum on two floors and a nice rug on front room floor; kitchen and dining room furniture in good taste, also sitting room and bed room furniture good, and Glenna is always clean herself. Two little girls, Mary and Christina Block, live here. They are very bright children. Mary, nine years old, is reading in second reader. She attends district white school—possibly that accounts for it, as she goes to school all day. Christina is not old enough to attend school, but will begin next fall. I dare not forget to say Glenna makes light bread, and when fruit canning is upon us she is busy putting up fruit for their use during the winter.

John, too, is an industrious thrifty farmer. Last year he had 7 acres in alfalfa and cut it 3 times in the season; 25 acres in oats; 35 acres in wheat; 12 acres in millet; they also milk one cow, and Glenna has many chickens and geese. They have been supplied with fresh eggs all winter.

The two little girls have been having a severe siege of whooping cough, but I'm glad to say I believe in a few weeks they will be well again. I want to also speak of the beautiful beadwork done by Glenna; much of it she sends to Mohonk Lodge. She also has a ready sale for it here.

This is one of the many families I intend writing about to give JOURNAL readers an idea of our Indian homes just west of Kingfisher and under the jurisdiction of Superintendent F. E. Farrell, of Cheyenne and Arapaho Agency.

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### Indians Have a Library.

Guthrie, Okla., Jan. 31.—A circulating library for Indians, believed to be the first in the United States, is being inaugurated by Mrs. Carrie Wilcox, field matron for the Cheyennes and Arapahoe Indians in the Darlington District, many of whom are educated. She says the Indians are very fond of books.—Kansas City Star.

The above article was published unbeknown to me, but I would like to say in regard to this library that on January 8 Major Farrell, our superintendent, came to Kingfisher and as I had engaged one of our moving picture houses for an illustrated lecture, he very kindly gave us an entertainment both afternoon and evening, proceeds to go towards securing books for this library among my Cheyenne Indians. In the afternoon Major Farrell gave us a very fine lecture on the progress of the Indian, showing on the screen original views taken among the Ponca Indians and also views of our own Cheyenne and Arapahoe Indians. The audience in the afternoon were mostly Indians. In the evening the house was well filled with white people, Major Farrell out-doing himself. During the lecture the attention was so good that one could hear a pin drop; the children were very much interested in seeing the pictures of our Indians and hearing the stories Major Farrell told.

Now you will be interested to know what we made at our lecture—just $8.60 after paying expenses. Of course, I was in hopes we'd clear $20.00 but I have a large book case and the shelves are beginning to be filled and the white people of Kingfisher have furnished me with good magazines for my Indians and I have on my shelves now for the Indians' use The Ladies' Home Journal, The Ladies' World, The Housekeeper, The Designer, Pictorial Review, Woman's World, Good Housekeeping, McClures, and The American Boy.

Thursdays of each week is library day, or reading day. The Indians come to my house and sit by the hour looking at and reading these magazines. I also deliver magazines,—I as make my calls on the Indians,—to the sick among us. I would not forget to say that three Indian JOURNALS are received monthly

and we'd like to have more, for my Indians are always interested in their own book.

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I have nine babies in Kingfisher district under one year old and purpose to get the mothers of these nine babies interested in making baby dresses for their babies. The following is my plan: For each of these babies I intend to purchase enough white India linen and lace to trim for each mother to make for her baby a nice white dress. I shall give them two weeks to make the dress. It can be made fancy, hemstitched hem, if the mother wants to do the work, or made as plain as the mother chooses. The work must be neatly done. In two weeks, when the dresses are finished, they are to be brought to me and I intend putting them on display in the window of one of our leading dry goods stores, and the mothers of these babies are to appoint three judges, two white people and one Indian, or vice versa, and they are to judge on best made, the neatest made, and the prettiest dress, and then I intend to give that baby, or the mother of the baby, a prize; and too, I want then the pictures of the babies taken in a group to send to the JOURNAL for publication. I also want to display these dresses and put them up for prizes at our Indian and our Kingfisher County Fairs. These mothers are very enthusiastic over this plan and I expect to see some good work done on these dresses. Next month I will try and send a picture of the babies.

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## LOWER BRULE NEWS ITEMS.

The following notes are clipped from that breezy Lower Brule Agency paper, The Brule Rustler:

Mr. E. W. Bailey, of Rapid City, South Dakota, has been acting as school principal, filling temporarily the vacancy caused by the transfer of Mr. H. E. Morrow, our former principal.

Mr. and Mrs. Jas. G. Evans arrived on the 2nd. Mr. Evans is our new school principal. He has had over 7 years experience in the Indian service, and comes to us well recommended. Mr. and Mrs. Evans are the kind of people who talk little and "do big."

A request has been sent to the Indian Office asking that about a thousand head of heifers be purchased and issued to this tribe. That will help a little. Arrangements are also being made for the proper number of bulls and stallions for use on this reservation.

Notice is hereby given that all stock introduced on this reservation must be free from doruine, glanders, scabbies, mange, hoof rot and all other infectious disease. Every effort will be made to hold any person or company fully responsible for all financial loss caused by any violation of this order.

One of those Haskell anti-tobacco Kansas cyclones would be very welcome along the banks of the "Big Muddy." Why, oh why will fine clean (?) gentlemen set such an example before their children, and mine, even if they do forget their duty to the Indians, for the faithful performance of which they draw their salaries? Is it a selfish indulgence, or is there a better reason?

We are thinking some of starting a "Loafers' List." We already have several fellows spotted who might head the list. Some of them are great, big, strapping fellows, who are hanging around the Agency, wanting to get on the ration roll and to draw some of their money to support themselves in laziness. We don't like to print their names right out here, but we may be forced to do so if they do not mend their ways.

Not long ago the Commissioner requested the names of the three most progressive and leading men of this tribe. As the superintendent is new here and not very well acquainted, he put the matter to a vote, asking for the opinions of six different men who have known these Indians from five to ten years. The three men who received the most votes and whose names were sent to Washington are: John DeSmet, James W. Byrnes, Dick LaRoche. Other Indians who also received votes were Reuben Estes, Louis DeWitte, Spotted Horse, Leon DeSheuquette and Phil LaRoche.

Our school met with a great loss on the morning of Feb. 10th when the girls' building burned to the ground, it and its entire contents being a total loss. Mrs. Harriet May Humphreys, the matron, deserves great credit for her presence of mind and prompt attention to business. Mrs. Humphreys sent one of the girls, Phoebe Spotted Bull, to sound the fire alarm, and herself marched all the girls out of the building over to the school dining room. The fire started in the furnace room under the girls' building, where a new heating system had been installed but a few months, and was probably caused by an explosion of gas in the fire-box which set the chimney on fire and at the same time set the entire furnace room in a blaze.

## THE COMMON HOUSE FLY.

By H. U. Goltry, Oklahoma A. and M. College.

The common housefly (Musca domestica) is found wherever man is found; and we have every reason to believe that Adam and Eve were bothered, even as you and I, with his creeping, crawling, tickling and otherwise pestiferous cussedness. Many of us think that a fly's misdemeanors are confined to the above and similar pestifercations, and that he is more a nuisance than a danger, but such is not the case. The early Egyptians believed that the housefly was responsible for the transmission of ophthalmia or "pink eye," as the disease is commonly called, and this ancient belief has been confirmed. The rapidity with which Asiatic cholera spreads led to scientific investigation, with the result that not only rodents but insects, and the housefly in particular, were found responsible for the spread of the plague. During the civil war Dr. Leidy asserted that the spread of "hospital gangrene" was due to the housefly, and his assertion has been confirmed by authoritive investigators. More recently the housefly has been found directly responsible for many deaths by the transmission of typhoid and tuberculosis germs, and when we consider the habits and life history of this insect, it is reasonable to suppose that it can transmit many other diseases besides those mentioned.

In Oklahoma the housefly is found in great numbers, due to the fact that our winters are fairly short and mild, so that the fly may spend the winter almost anywhere there is any shelter, in hibernation, and also because our summers are long and warm, aiding in propagation.

When the warm weather sets in the fly arouses himself from hibernation and begins to seek food. Liking shelter, he frequents houses, barns and other buildings were he can come and go as he pleases. During his coming and going he frequents all kinds of garbage and refuse—slop barrels, manure piles, outhouses, open cesspools, etc. His hairy coat and legs, and padded feet, are so admirably adapted to carrying filth that he becomes loaded, and then flies to the house, crawls over the bread and cake and other good material, takes a drink of milk, and tickles the sleeping baby on the lips and nose, leaving a small particle of filth full of disease germs everywhere he lights.

Knowing this, many of us take little care. Some of us have a horror for the public drinking cup, and yet the house-fly, if the facts were known, is probably more responsible for the spread of disease, and is more dangerous to public health and safety, than are all the public drinking cups in America.

The life history of the house-fly is interesting, and almost as repulsive as his habits. The female deposits her eggs in horse, cow, hog, and human excretia; horse manure being much preferred. Dr. Williston, pallontalogist at the University of Chicago, has even reared them in the decaying tobacco filth in cuspidors. The eggs, about 120 in number from each female, are elongate, white, and hatch into white, pointed maggots in from six to eight hours. These maggots develop as they work their way through the decaying matter on which eggs are laid. It only takes four or five days after hatching for the maggot to attain full growth. It then burrows deeper into the material in which it has been feeding, and transforms to the pupal stage.

Preparatory to this stage, the outer skin hardens, swells out, and turns dark brown in color. Within this the pupa forms. Five days later further transformation takes place. The anterior end of the pupal case is broken open by the adult fly as it comes forth.

When it first issues from the pupal case the wings are not sufficiently developed for flight. But a few minutes are required for this, and the fly, identical with its parents, has developed from egg, to larva, to pupa, to fly, in but ten days. It seems remarkable, almost impossible, but how much more remarkable it is to know that 1,200 flies in various stages of development have been taken from one pound of horse manure.

In Oklahoma we have about fourteen generation a summer, and under suitable conditions one pair of flies, beginning in the spring, could be the progenitors of over 33,000,000,000 at the end of the fourth generation, and were it not for a fungous growth against fly parasites, the air would be so full of flies by the middle of summer that we could not breathe.

The fly, as previously mentioned, is well adapted to carrying filth. The claws and pulvillus are the "ticklers." The pulvillus is also an adhesive organ, and thus enables the fly to walk so easily up windowpanes and on ceilings.

Contrary to general idea, the house-fly is not a biter. A near relative, the stable-fly (Stomoxy calcitrans), is responsible for the frequent remark "its going to rain, fellows, the flies are biting!" The house-fly might bite if it could, but instead of biting parts it is supplied with a smacking or lapping organ at the tip of its mouth. Thus a fly's sole nourishment must be taken in a soluble form. Many bacteria are lapped up by a fly in this manner, and pass through the alimentary canal unharmed.

Being void of biting parts, the fly, when feed-

ing on solid material, must have some way of making it soluble. To do this, it promptly vomits, works it into a food material with its front feet and the "C" shaped scraping organs in the mouth and when the food substance is thus worked to the right consistency, the fly, seemingly knowing that it will dry out quickly, laps it up, or nearly so. This is not all. When feeding, a fly gorges and disgorges, and to look through a reading glass at a fly when feeding is enough to make any one swear an eternal vengeance on the malefactor.

We have been employing sticky fly-paper, poisons and traps of various sorts for years and years—put screens on our windows and doors—and yet the fly is more numerous than ever. We have been going at things backwards, neglecting the fact that in order to get rid of the effects, we must first remove the cause.

As before stated, the fly lays its eggs in manure and decaying matter. The first thing then, is to clean up, and then stay cleaned up! Quit piling the manure—spread it out so it will dry—a fly will not lay its eggs in dry matter—or else provide a well covered receptacle of some sort to keep it in. Bury the tin cans or throw them into a bonfire to remove all filth. Keep a cover on the slop barrel. Keep the closet on the back end of the lot screened and well ventilated. Provide a urinal that will not drain into the trench, so that the excretia may dry out, and keep a supply of lime on hand to sprinkle fresh accumulations every day or two.

If there are still flies around, which will be probable if your neighbors do not clean up, you may have to resort to poisons and traps. Sticky fly-paper catches many, so do the poisons of various sorts put on the market, but the latter are dangerous if there are small children about.

One of the most effective riddance along these lines is the "Minnesota" fly trap. There are similar traps of this type, and as a whole are the most effective fly traps known. Any one with a little mechanical ingenuity can build one at a small cost in an hour or two, more or less.

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### Queer Things in the Study of Chemistry.

Every one knows that the diamond is only charcoal crystalized, but there are a great many other things in nature that, though possessing widely different properties, are composed of exactly equal quantities of the same elements.

The white of an egg and rattlesnake poison are formed of indentically the same amounts and of the same elements.

Sugar and gum arabic are likewise brothers of the same weight and texture.

The oil of roses and common coal gas are each formed alike, both being composed of four atoms of hydrogen and four atoms of carbon.

All the hydrocarbons, known to science as a combination of sixteen atoms of hydrogen and ten atoms of carbon are alike in their compositon. To enumerate some—oil of orange, lemon, cloves, ginger and black pepper.

The suggested explanation of these peculiarities is that the atoms are placed differently toward one another in the molecules of the different substances.

Other things just as peculiar are evident when certain substances are united chemically. Thus hydrogen gas, which is odorless, and nitrogen gas, which is also odorless, when united go to make ammonia, which has a very strong odor. Copper, which has no odor, and zinc, which also has none, when melted and mixed to give us brass, produce a substance with a very characteristic one.—Chicago Record-Herald.

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### Mrs. Bidwell Cares for Indians.

Chico, Cali.—One hundred Indians, some of whom have been on the property since General Bidwell built the structures now on the place, and who are wards of Mrs. Annie E. K. Bidwell, will, under the lease to the famous Rancho Chico just made by Mrs. Bidwell to Reuben Messinger and Fred Hamilton, be allowed to remain in the Indian village, as they have in years past. Their school, their church and their homes will not be molested, but the lesses will follow out the policy of Mrs. Bidwell in arranging for their every comfort. The handsome Bidwell mansion and home grounds through which Big Chico Creek runs has been given, by trust deed, to the California Presbyterian mission to be turned over to that body at Mrs. Bidwell's death and to be used by that association as a home for girls. —San Francisco Examiner.

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### Let's All Wake Up.

A neatly printed pamphlet arrived here recently from Chilocco, Oklahoma, outlining experiments made at the Indian school there, with "Drouth Resistant Crops, Fertilizer, and Legume Inoculation Tests."

Rah! Rah!! Give Chilocco the count this time. But what's the matter with some of the rest of us sleepy guys? Come on, let's wake up before some one hits us with his club. We all had a chance at "Drouth Resistant Seed" last year, and the offer has been repeated good for the coming season.—The Brule Rustler.

# *Field, Agency and School*

### Lake Vermillion News Notes.

Mr. Christie, a representative of the Commissioner of Indian Affairs, is making a visit at this school.

Miss Swanson of Tower has been employed as laundress until the position can be filled by an appointment.

A portion of the school is quarantined on account of scarlet fever; Mrs. Mary A. Holliday and a few girls have the disease.

Miss Jessie Cupp of Wisconsin is teaching in the intermediate department. She succeeds Napoleon B. Johnson, who accepted a transfer to Otoe, Okla.

Engineer R. L. Hughes is keeping a record of the minimum daily temperature at this place. His record for the week ending February 12 reads, -6;-39;-28;-38;-45;-49;-55.

A quantity of second-hand books have been sent from this school to Supt. Reagan at Nett Lake. The Nett Lake school had a great misfortune in the destruction by fire of the new school building and all its contents.

Mr. and Mrs. Roy, accompanied by two small children, came here to visit their son in January. The older of the two children, a little daughter, died here of pneumonia. She was buried on a hill near the school.

Nearly 100 tons of ice have been harvested from Pike Bay by Mr. Wetenhall and Mr. Stanard with the help of some of our boys and an Indian neighbor. An ice plow was used in cutting it. It is free of snow ice and is 26 inches in thickness.

Superintendent Dr. Otis O. Benson's wife died on the morning of Jan. 19 after bravely enduring a long illness. Her mother and sister were with her during the last days of her life. She was laid at rest at Wenona, Illinois, which was at one time her home. Besides her husband she left two bright children. She is missed not only by her family but by a whole school who feel that they have lost a friend whose kind voice and pleasant face they will know no more.

### Sioux in Conference.

Gettysburg, S. D.—At the general council of the Sioux Indians held at the Cheyenne River agency, Forest river, west of Gettysburg, Paul Bull Eagle was elected chairman. It was decided by the council that the money from the sale of the ceded portion of the Cheyenne river reservation be used in purchasing cattle.

White Horse district decided to deposit in the United States treasury to the credit of the Cheyenne River Sioux for a time limit of ten years all moneys belonging to the tribe, the interest to be a per capita payment each year, except the proceeds of the sale of the ceded portion of the reservation; this amount to be used in purchasing cattle to be issued to the Indians.

The Sioux of Thunder Butte district decided that the money from sales of the ceded portion of the reservations should be reserved for per capita payments; that the Indians should not pay taxes to the county or state, and that the diminished reservation should be opened to homesteaders. This will throw open a large amount of valuable farming and grazing lands if the government agrees to the council's decision.

On the Cherry Creek district the Indians decided to levy taxes on stray cattle on the diminished reservation. No person is to be permitted on the reservation without a proper pass or authority.—Minneapolis Journal.

### Fullblood to Disappear in Fifty Years.

The prediction that the fullblood Indian will have disappeared in a half century is made by Victor M. Locke, governor of the Choctaw nation, one of the Five Civilized Tribes. He estimates there are 100,000 fullbloods living today. Governor Locke attributes the enormous death rate among the fullblood Indians in the last few years to pneumonia and other diseases of the lungs. "It is not strange, however, when one thinks about it," he said. "Halfbreeds and quarterbreeds are perhaps naturally not so hardy a race as the fullblood, but the latter are not adopted to the new manner of living which the government has prescribed for them. The mixed-bloods are. In recent years, instead of raising his own meats, vegetables and bread, as he did fifty years ago, the Indian has been obliged to eat the food purchased from stores of the government. Though this food is good, it seems to be impossible for the fullblood Indian to thrive on it. It is against his nature. Give the old Indian the opportunity to rove the plains again; let him hunt for his food, and he will continue to live for many years."

### A Cherokee Indian Craftsman.

The following is part of a letter received from a former apprentice-graduate who owes his trade training to Chilocco, and who is a credit in every way to his race and his Alma mater.

Muskogee, Okla., Feb. 14th.

We have sixty young chicks now—just out of the incubator yesterday.

I am still with the Phoenix Job Printing Co., the same people I started with last May. They have two Miehles, three platens and a late model Autopress, 19x22. The Autopress will print 5000 sheets per hour.

This is the same firm that publishes the Daily Phoenix, and the job department uses a linotype during the day also, as the Phoenix is a morning paper, therefore printed at night.

Although I have been handling a good many linoptype slugs I have not forgotten how to appreciate good printing—in fact, it makes a fellow appreciate it more. This shop does some good work, but here of late executed a whole lot of "rush" railroad work. I can't say that I like Tariffs and the like.

The printers' scale here now is $22.00 per week.

Certainly enjoy reading the JOURNAL, especially the former students' letters.

With best regards.

HOMER HILL.

### Indians Increasing.

The Indians of Canada, according to a recent report, are increasing at the rate of 2,000 a year. The Indian population of the Dominion at the close of the year was 106,490.

The Indians in the United States are increasing in numbers at about the same ratio. At the close of the fiscal year in 1910 the cenus showed 304,601 Indians; in 1913 it showed 330,603. Oklahoma has a larger Indian population than the whole of Canada.

The Indians are not vanishing. They are growing year by year more numerous and less troublesome, more industrious and prosperous and afflicted less by disease and dissipation.—Albany Journal.

### Yakimas to Answer Mr. Lane.

Wapato, Wash.—There is to soon be a council of the Indians of the Yakima reservation in the pom pom house near the river, for the purpose of taking up several questions propounded to them by Secretary of the Interior Lane. Among the questions, the most vital to the Indian is: "Do you not think it would be better for the tribe to own their own land and transact their own business than to remain wards of the government? If not, why not?" The question is along the lines suggested by the secretary at the time of his visit to the reservation last year, when he stated he thought the Indian bureau should be a vanishing one and that, as soon as possible, the Indian should be placed upon his own resources. The older Indians are opposed to receiving a patent for their allotments for the reason that the owning of the land in their own right would make them susceptible to taxes. The younger Indians, however, favor the patent plan.—Tacoma Ledger.

### Rest Room for Indian Girls.

The commissioner of Indian affairs at Washington, Cato Sells, will be asked to furnish a rest and recreation room in the downtown district for Indian girls employed in Tucson households. A petition is being circulated by Mrs. Lydia Gibbs, matron in charge of young Indian girls, asking the commissioner to supply this room. The petition is being signed by many interested in a more careful supervision of Indian girls while off duty.

It is proposed to fit the room with games and magazine files and perhaps a phonograph, and to make it a place where Indian girls can go when they have finished their work at private residences. Many of them are thus employed and it is asserted that it is during idle hours, when they have nowhere to go, that they are subjected to temptation by the so-called "red slavers." If the Indian commissioner finds it impracticable to furnish the aid requested some other means of obtaining it will be sought.—Tucson (Ariz.) Star.

### Old Capitol To Be Sold.

The historical Creek council house, which for nearly a half century served as a capitol building for the Creek Indian nation at Okmulgee is to be sold under the terms of state and national legislation authorizing such a transaction. The building has been appraised at $65,000 and Okmulgee county has the option of buying it for a county court house. If the county fails to purchase the structure, probably it will be sold for commercial purposes.

Much of the history of the Creek nation was enacted within the walls of the old council building, where the "house of warri-

ors" and the "house of Kings," the two branches of the tribal legislature, were located, together with the chief and other national officers. In the square surrounding the building stands "execution tree," where many criminals were shot under sentence of the tribal courts.

### Bucking the Beef Trust.

In the belief that a real opportunity would be opened for the red man to aid in producing enough beef to supply a demand which now far exceeds the production, Secretary Lane announced that Indians on the Fort Hall reservation in Idaho are to be encouraged in raising more live stock, especially cattle. To that end the secretary has recommended to President Wilson that $20,000 of the available balance of $25,000 in the treasury to the credit of the Fort Hall Indians be expended in the purchase of bulls, cows and heifers, and horses of an approved type.

The reservation in question is typical of many others where the land is particularly suited to live stock grazing and where now less than half of it is being utilized. The Ft. Hall Indians are the first to benefit from Secretary Lane's new policy of encouraging the Indian to raise more cattle and it will be extended to other tribes.—Press Dispatches.

### The End of the Indian.

In spite of census statistics, which show that the Indians, particularly the Western Indians, are more than holding their own in point of numbers and are gradually increasing, an official of the Indian service audaciously declares that in another fifty years the last full-blooded red man will have disappeared, killed off by the very civilization which has been relied upon for his protection.

This, however, is the opinion of but a single individual. All the evidence in the case points to the conclusion that the Indian can be civilized and educated, and that, as a race, the process is not harmful to him, but rather having adjusted himself to new conditions, he will increase and multiply like the rest of us. —Journal, East St. Louis.

### Recommendations by the Indian Board.

Important investigations have recently been made by members of the Board of Indian Commissioners and action thereon recommended to the Secretary of the Interior and Commissioner of Indian Affairs. Samuel A. Eliot, of Boston, and William H. Ketcham, of Washington, members of the Board, have made important investigations in the Southwest. They recommend the purchase of cattle for the Mescalero Apache Indians, the need of surveys of the Pueblo grants and of vigorous action to correct bad sanitary conditions among the Pueblos. They make a plea against the diminution of the Navaho Reservation and oppose the individual allotment of land to the Navahoes, the need of water development for the Papagoes and the creation of executive order reservations for them to take the place of useless allotments of land made to these Indians on the public domain.

THE INDIAN SCHOOL JOURNAL says "The latest association to be organized at Chilocco is the Anti-Tobacco League. It is composed of our people who are against the evil of tobacco, and starts with a good membership." Again ye Editor suggests that our reservation schools shall get in line. And all the Indians and the workers among them may well lend their personal help. What is good enough for Haskell and Chilocco is good enough for us at home.—Home and School.

FORMER Apache prisoners of war who did not take advantage of the opportunity to remove to the Mescalero Indian reservation in New Mexico, but who remained behind at Fort Sill, Okla., will be given allotments of land equal to 160 acres. Under the plan of Commissioner Sells the heads of families will receive land up to the value of $3,000, while the women and children will be allotted lands up to the value of $2,000.—Tulsa (Okla.) Democrat.

IN a speech in the House yesterday Representative Dick T. Morgan, of Oklahoma, suggested that the government should lend to Oklahoma farmers the $28,000,000 in the Federal Treasury belonging to the Indians of that State. It would save $7,000,000 in interest paid to the Indians, Mr. Morgan said, and would save the farmers about $5,000,000 in reduced interest.—Washington Post.

THE Indian schools represented at the Student Volunteer Convention at Kansas City last fall were Carlisle, Haskell, Chilocco, Bacone University, and Tuskahoma College. There were nineteen Indian delegates altogether.—The Indians' Friend.

## CONSTITUTION OF THE ANTI-TOBACCO LEAGUE OF AN INDIAN SCHOOL.

ARTICLE I.

The name of this organization shall be the Anti-Tobacco League of Chilocco.

ARTICLE II.

The object of this Association shall be to discourage the use of tobacco by revealing to the membership its filthiness, its injurious effects upon body and mind, and its expensiveness.

ARTICLE III.

*Section 1.* Students and employees of Chilocco Indian School who are not users of tobacco, are eligible to membership.

*Section 2.* All members enrolled at the beginning of this organization shall be considered as active members.

*Section 3.* All qualified students and employees of Chilocco may become associate members and at the end of a month shall be granted the privilege of becoming active members.

*Section 4.* There shall be no initiation fee.

*Section 5.* If money is to be raised it must be for the sole object of advancing the cause of the Anti-Tobacco League, and any plan for the raising of funds must be adopted by a vote of, at least, two-thirds of the members present, both active and associate.

*Section 6.* It shall be the duty of all members of this League to cooperate heartily in carrying into effect its object as indicated in ARTICLE II.

ARTICLE IV.

*Section 1.* The officers shall be a president, vice-president and a recording secretary.

*Section 2.* The president shall preside over all business meetings of this League and at all public meetings. He shall have power to appoint all the committees necessary to carry on the work of this League.

*Section 3.* During the absence of the president the vice-president shall perform all the duties of the president.

*Section 4.* The secretary shall keep full minutes of all business meetings of this League and shall read the minutes of the previous meeting at the opening of every meeting. He shall keep and call the roll, and shall also act as treasurer. He shall appoint a speaker for each meeting whose subject shall bear upon ARTICLE II.

ARTICLE V.

*Section 1.* This League shall have a meeting every Saturday night and an open meeting the first Saturday night of every month.

*Section 2.* The program of the weekly meetings shall have one speaker and the monthly open meetings three or more, who shall carry out the purposes of ARTICLE II.

*Section 3.* While in session this League shall comply with Robert's Rules of Order.

ARTICLE VI.

Any member, active or associate, who violates ARTICLE III shall be subjected to expulsion by a vote of two-thirds of the active members.

ARTICLE VII.

*Section 1.* Every newly elected officer shall take oath to uphold and defend the Constitution of this League and perform the duties of his office to the best of his ability.

*Section 2.* The oath may be administered by the president or any competent active member the president may designate.

ARTICLE VIII.

Amendments to this Constitution shall require for their adoption a vote of two-thirds of the members present; but ARTICLES I and II shall not be changed.

EDWARD P. JONES,
JESUS VALDEZ,
JAMES POLANGHOYA,
Committee.

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### Indian Citizenship Day at Hampton.

The twenty-seventh celebration of Indian Citizenship Day was held at Hampton Institute Sunday evening, February 8.

Arthur C. Parker, a Seneca Indian, who is an archaeologist in the New York State Education Department and secretary-treasurer of the Society of American Indians, was the speaker of the day. Mr. Parker spoke to the Hampton School, including 36 Indians, on the "Relation of Surplus to Race Progress." He urged the Hampton Indians, who are now working their way through school independent of all Government support, to lay up for themselves stores of knowledge so that they will be well prepared to help their people on the reservations and in the Indian country.

The Indian Citizenship Day program included devotional exercises, lead by Dr. Eldridge Mix of Hampton Institute; addresses by Hampton Institute Indian students—Arthur Harris, a Mohave-Apache, Camp McDowell, Ariz., Fred Bender, a Chippewa, Roosevelt, Minn.; chorus singing; clarinet solo, Davis B. Green, a Onondaga, Syracuse, N. Y.; a duet, "The Coming of Montezuma" (Zuni), by Caroline L. Murie, a Pawnee, Pawnee, Oklahoma, and Grace L. Jamison, a Cayuga, Iroquois, N. Y.; singing of "America."

# IN THE COUNCIL TEPEE

**SENATOR TILLMAN ON TOBACCO.**

Senator Tillman, on March 9, secured the adoption of the following Resolution: "No smoking shall be permitted at any time on the floor of the Senate, or a lighted cigar be brought into the Chamber." In arguing for the adoption of the resolution, the Senator said, in part:

"A majority of the Senators—a large majority at that—are smokers; and, unfortunately, a pernicious habit has so mastered them that they are nervous and miserable when they do not get the nicotine poison which soothes their nerves. Consequently, as soon as the doors are closed for executive session they light their cigars and puff away, and the chamber soon has the appearance of a beer garden. When the executive session is not on they have to go to the cloak rooms to smoke.

"There is nothing more deadly than to breathe air that has already been breathed by others and thus robbed of its oxygen, besides being poisoned in other ways. The ventilation of this Chamber is poor, as everyone knows; and when we increase its impurities by tobacco smoke, as is being done all the while, the air is never cleansed and is very unwholesome and unhealthy.

"Let us stop this smoking in the Senate Chamber, and have the attendant open the gallery doors every night, as well as prop open the Senate doors, and have the windows leading to the open air outside opened all night so that pure air can come into the Chamber and wash it out and make it habitable and more healthy, and there will be fewer deaths among us."

Senator Tillman should be elected an honorary member of the anti-tobacco league of Chilocco, Haskell and any other Indian schools having such organizations. His stand is most commendable.

**BE A FARMER.**

Two able and influential members of the Blackfeet tribe, Montana, have taken up with the Great Falls Commercial Club the desirability of asking the Government to sell to settlers a strip of land ten by sixty miles on the eastern side of their reservation and investing the proceeds in cattle for the tribe and are reported to have gone on to Washington to press the matter. In this tract an irrigation project for the benefit of the Indians, presumably, has been under way by the Reclamation Service for some time and should now be completed. The statement is made that 78,000 acres of the tract is under ditch. The spokesman of the delegation, a brother of one of the most cultured ladies of the northwest, who was formerly an alloting agent, argues that the Blackfeet are not farmers but are natural stockmen and the stocking of their allotments would put them in the way of self-support.

It takes approximately twenty acres of Blackfeet grazing land to support one cow. Therefore, on a three hundred and twenty acre allotment sixteen head could find subsistence if the owner were fortunate enough to have some hay land. Do you see an Indian family living off the product of a herd of that size?

From 1890 to 1908 the Government issued to the Blackfeet Indians and placed upon their ranges 25,779 head of cattle. The 1908 roundup showed that this herd and its increase amounted to but 19,332. It is probable that a few head were missed, but the live stock superintendent stated that there were not to exceed 21,000, a number 5,000 less than the issues. Nor was that all,—the bulk of the 21,000 head was found to be owned by a very few thrifty Indians while very many owned none. You know it gets very cold in Montana. Crops are sometimes not planted or fail to mature and it is easy to kill a beef. Then, too, cattle there are usually compelled to "rustle" in winter as well as in summer and many hundreds—probably thousands—perish in the blizzards. Better not listen, Blackfeet friends, to the voice of the siren who is always singing in Indian tongue of easy money from sale of land but keep that which will grow crops; for one acre of it will produce as much as forty devoted to grazing and you can become as efficient a farmer as stock grower. You have not yet shone in either capacity but with courage you will succeed as a grower of crops. Of course, Great Falls favors the sale of the agricultural land, but not many Blackfeet tribesmen are members of the Commerical Club of that city.

**THE MISREPRESENTING MOVIES.**

The Pine Ridge Indians are protesting against the exhibiting of moving-picture films recently made depicting the "battle" of Wounded Knee. In the first place these show the presence of men as leaders who as a matter of fact were not there at all. It is pitiful that some men, whose heroism as warriors has been confined to fights against the feminine portions of their own families, should in years after the general memory of so-called Indian wars become unreliable, try to pose as terrors of the plains for revenue and cheap glory. In the second place, it is well known that there was no "battle of Wounded Knee;" what is so-called was the shooting down of Indian men and women by a lot of nervous white people laboring under the strain of a long campaign. There was no glory connected with the regrettable affair and in the interests of sympathy between the two races involved and to the end that our soldiers, who have performed many gallant deeds, may cease to be confronted with this discreditable affair, Wounded Knee will better be forgotten. Banish the films.

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THERE is manifested in the motion-picture shows quite generally a spirit of unfairness to the Indian—not because the ones who stage the scenes cherish any enmity toward the race, but because the bulk of the patrons desire something sensational and nothing else has ever been quite so effective thrillers as stories and pictures of savage Red Men. If the public would cease to

demand such "yellow backed" trash the character of the films would change very quickly.

The Indian is trying to accommodate himself to our civilization which, with the good, has brought so much evil as to almost overwhelm him; let us not now be unfair. He was not after all in early days more savage then our forefathers. For example, there was incorporated in the laws of Massachusetts, by descendants of those saintly Puritans who fled from the persecution of other white people in Europe, a provision offering bounties for scalps of Indians, the amounts being dependent upon whether the evidences of murder were taken from men, women or children. Other states made similar offers and professional scalp hunters lying in ambush made the trails extremely hazardous. We well know also that when in any encounter between whites and Indians the latter were victorious the meeting was called a massacre while all "Wounded Knee" affairs were named battles.

Now, in the business of scaring and driving the Indian from his possessions, Caucasians use lawyers instead of soldiers and scalp hunters, finding the method cheaper and safer.

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A FINE motion picture of more modern relations between the two races would be about as follows:

Chief Hollow Stomach, with educated wants but without augmented earning ability, wishes a bill of goods on credit. A "good Samaritan" living close by on a ranch supplies his wants requiring only a signature to an application for patent in fee to his allotment, unknown to authorities. The "chief" having heretofore borne a good reputation because his wife was industrious and frugal, gets a favorable report. The scene changes to Washington where, acting upon the favorable reports received, a patent is issued. The Washington attorney for the creditor happens into the proper office, in some way learns when the patent will go forward, as it is public business, and wires the intelligence to his client. Shift again to the reservation. On the date the patent is due Chief Hollow Stomach and wife get a fine automobile ride in the creditor's machine around the country including a call at the agency where the patent is delivered. The ride continues to town where a few more dollars pass; every one is made to feel good, a warranty deed is signed and the land has changed ownership for a consideration grossly inadequate. That is the end of the reel. It has not been five years since one concern that makes many wild west films could have produced many scenes like those described above using no settings that did not come within its own experience. However, scalping scenes are more to the public taste and make more money with which to buy more land.

WHAT a fine thing it is to hear a strong capable man say that all his abilities are going to be put forth to protect the weak, and to feel that the declaration is genuine. If the Commissioner accomplishes all that he sees needs to be done, he will, as he himself says, apply the acid test to his strength, but there is general faith that when his Indian Service is terminated there will be fewer crooks preying upon Indian people than there were when it began.

## NEWS OF THE WORK AT WESTERN OKLAHOMA SCHOOLS.

Reported by Supervisor Freer.

A central heating-plant is projected at the Cheyenne and Arapaho School.

About one-third of the Indian children of school age in western Oklahoma are enrolled in the public schools.

Miss Margaret I. Hamil, formerly of Chilocco, is teaching at the Red Moon School, near Hammon, Oklahoma.

A conference of the field matrons of western Oklahoma is projected for April or May. It may be held at El Reno.

The school plant at Riverside, Anadarko, is being wired for electric lighting, the current to come from the town. The contractor is Ed F. Cook, Anadarko, Okla.

The sap rises in the trees, the blood moves in our veins and the stirring of the soil begins in earnest. Many of the Indians have wheat nicely thriving and oats up and growing.

At Red Moon, a new dairy barn has lately been finished. The pupils at this day school enjoy a most bountiful and palatable dinner each school day, no small inducement to regular attendance.

The beautiful new school building at Pawnee has not yet been occupied, owing to the lack of new desks and seats. The school has eighty pupils this year, only one of whom is more than fourteen years old.

A contract has been made between the Government and the S. N. Sherman Co. of Oklahoma City for the extension and improvement of the water supply at the Cantonment School, which will no doubt relieve the water famine which has existed at this school for several years.

The contract for the construction of the reservation hospital for the benefit of the Apaches, Kiowas and Comanches, and affiliated tribes, has been let to W. D. Lovell, Minneapolis, Minn. The building will cost $37,280.00, and will be situated near the Fort Sill Indian School at Lawton.

At the Fort Sill School, the farm boys have a special class in judging live-stock, which meets each Friday afternoon. The following named boys received the highest ratings in the contest in the scoring of fat hogs: Norton Tahquechi, 93 ½%; Ralph Chatinneyackque, 93 ½%; Owen Woothtakewahbitty, 92 ½%. These are Comanche lads.

Many of the boarding schools are serving Mexican chili as a supper dish once or twice a week. The pupils are very fond of it, and, with hard bread, are contented to make the meal from it. It is sometimes made with the chili powder, which can be bought by the case or half-case, and sometimes from the chili peppers, which are bought by the pound, cleaned and passed through the meat-chopper after the removal of the seeds.

The inter-scholastic meet of the four boarding schools under the Kiowa Agency is scheduled for April 23, 24 and 25. Baseball, girls' basketball, field and track sports and declamations will fill to repletion the three days. It is probable that three school bands will vie with each other in making music and this, the second meet, is expected to surpass the first, held a year ago.

The experience of the Fort Sill and Otoe schools in canning garden vegetables last season was so successful, in spite of the drouth, that a number of the schools are ordering canning machines. Some of these machines are both simple and inexpensive, and give as good results as those more expensive. Contrary to the belief of some cooks, it has not been found necessary at these schools to use any chemical preservative to keep the vegetables. If you have any doubt of the success of these experiments, write to Mr. Ralph P. Stanion, Supt., Otoe, Oklahoma, or to Mr. Frank E. Brandon, Principal, Lawton, Oklahoma.

Dr. W. E. Van Cleave, special field physician, is spending the month of March at the Rainy Mountain School, assisting Dr. Basil A. Warren, the school physician, in making a thorough physical examination of every pupil, and treating trachoma. An epidemic of measles broke out at this school recently, which, by the good work of the physician and other employees, was confined to six cases, in spite of the crowded condition of the school. All of these made good recovery. An Indian mother stole one of the patients, her daughter, from the school, and took her to camp. The girl recovered in spite of being moved, but eight exposures to others resulted, one of the eight cases proving fatal.

Due to the recent decision of the Comptroller of the Currency that funds from the United States Treasury can not be used for paying the tuition of Indian children in the Oklahoma public schools, unless specifically appropriated for that purpose, a number of the public school districts which have heretofore been receiving assistance of this kind find themselves much embarrassed. Many are closing earlier than they would otherwise do. However at Fonda, Oklahoma, (District No. 96), where the school contains 25 Indian children and but 12 whites, and where there are but two tracts of land comprising 200 acres subject to taxation, the Indians met Superintendent Walter G. West in council on January 28, to determine what might be done to continue the school a few weeks longer, at least. The Indians, all of whom attended the council, regardless of whether they had children of school age, showed very practical enthusiasm, since they voluntarily subscribed, individually, $102.00, enough to operate the school for an additional two months, making altogether a six months' term. About one-half of the amount subscribed was paid at the time. There were twenty-one different subscribers and the amounts given ranged from fifty cents to ten dollars.

## *Chilocco Items of News*

Matron Miss McCormick was in Oklahoma City this month on school business.

Mrs. Hugh Coughlan, of Wellington, Kans., visited Mrs. E. K. Miller this month.

Kenneth D. Walker, class of 1908, writes interestingly of his work at Tongue River Agency, where he occupies the position of U. S. farmer.

Mr. Jones and a detail of his boys have been leveling up and rolling the athletic field in preparation for the usual spring practice and base ball games. The track has also been graded and put into good shape.

Francis Chapman, who was graduated from our printing department and later printer at Pine Ridge, then at Chilocco, is now in the newspaper business at Interior, S. D. His paper is the Interior Index. Here's wishing him great success.

Miss Daugherty is very proud of her Home Two reading room and boys' parlor—and she has a right to be. It is fixed up very nicely with its new floor, new decorations and furniture. With plenty of reading matter, games and the graphophone, the small boys have privileges to be appreciated.

Mr. Joseph Iliff has been transferred here from Wahpeton, N. D., as the successor to his father. He was carpenter there; he will be superintendent of industries here. He moved his family here and started his work at this school March tenth. Mrs. A. B. Iliff will continue to live at Chilocco with her son and family.

A. B. Iliff, superintendent of industries at Chilocco and advisory officer of the Chilocco Y. M. C. A., passed away at Rochester, Minn., on February 17, at the age of fifty-nine. Mr. Iliff was a consistent Christian and a lovable man as an associate and friend. He has been a staunch friend of the Y. M. C. A. since its organization and his loss is keenly felt by the whole student body.—The Haskell Institute Y. M. C. A. Bulletin.

Rev. J. J. H. Reedy, of Tulsa, Okla., made Chilocco a visit this month for a few days. He preached our regular sermon Sunday, March 15th. Rev. Reedy, several years ago, was stationed at Newkirk and was then a regular visitor at this school, taking a prominent part in our religious work with the students. Later he was at Whirlwind Mission, among the Cheyennes. He has many friends here who were glad to welcome him.

The Hawkeye Quartette was our fourth Lyceum number. It presented its entertainment here on the evening of March fourteenth. The four young gentlemen proved themselves good entertainers and we enjoyed their program, which consisted of vocal and instrumental music. Their quartette singing was especially good and their program so varied that it furnished a very enjoyable evening for students and faculty alike. We invite them to come again.

The young ladies of the department of Domestic Art, under Misses Hylton and Eddy, held their annual reception in the school gymnasium March 6th, and it was a very pleasant affair. Some three hundred guests attended. The principal amusement was the hemming contest between the gentlemen present. Frank Knight received the prize for doing the neatest work, Mrs. Allen, Mrs. Miller and Miss Hylton acting as judges. A short literary program was rendered after which came dancing and then refreshments. All present voted the "Apron Party" a success in every way.

Messrs. Rader and Keton, with their details, have made a big improvement in the main road into the campus from the east. The hill just east of the lagoon bridge was cut down and the dirt used to fill up the low place between the bridge and the hill, thus leveling the road and making it a better driveway in every particular. It is an improvement we all appreciate for it helps beautify our campus besides leveling the main drive into the school grounds. The road around the Employees' Cottages south to the hospital from this point, also received attention, making improved traveling conditions.

The Soangataha Literary Society held their annual party in the school gymnasium on the evening of St. Patrick's Day. It was one of the most enjoyable social occasions of the year. About two hundred guests were present. The decorations and program were appropriate to the day—everything being the color of the Shamrock, even to the ice crean. One number on the program was a guessing contest "Green Conundrums," and afforded much amusement. Richard Watts received a cake for having the most correct answers. The Soangatahas never do anything unless doing it well. This party showed their ability as entertainers.

The students of the Farming and Gardening departments held their annual reception in our gymnasium the evening of March thirteenth. The program consisted of stock and poultry guessing contests, music, recitations, and a few dances. Refreshments were served at 10:30. About two hundred twenty-five guests were present to enjoy the evening and a very pleasant time was spent by all attending. These departments, headed by Messrs. Van Zant and Johnson, do nothing by halves, and every minute spent as their guests was enjoyable. A very noticeable and distinct feature of this party was the decorations and the manner in which the number 13 was used in the event. The decorations were unusually artistic and attractive and consisted of binding twine, farm scenes, crepe paper, potatoes, hay, corn, etc. The stock and poultry contests tested the farm knowledge of all present. A cake was the prize given in the stock contest and

was won by Aca Froman; in the poultry contests prizes were won by Mary Froman, Carrie Hendrix, and Della Wilson. The prize, a four-pound box of candy, was divided among the three winners.

James Robertson, an old Chilocco student, drops us a few lines from Pierre, South Dakota, about his doings since leaving school. In part he says: "I am married; my wife is Lillian Miller, sister of Mrs. Dodge, who, as you know, used to be at Chilocco. Mr. Dodge, is now clerk at Sisseton Agency; also Mrs. Dodge. I entered the Service in 1910 at Lac du Flambeau under Mr. Sickels. Resigned and entered the clothing business. Again entered the Service in1912 under Major Allen. Resigned to go into the hotel business with George Selkirk, (another Chilocco ex-student). We ran the hotel one season. Selkirk went into the First National at Ledgerwood, N. D., at $75.00 a month, and I returned to the Indian Service here at $720. Am still sticking to this job. Best wishes to you and Dear Old Chilocco."

February twenty-seven the members of the Soangataha Literary Society presented to the people of Chilocco their annual open session. The boys made a big hit with their entertainment; the program was splendidly arranged and faultlessly delivered. The debate was worthy of special comment and praise, every debater doing his best and being prepared to the extent that it was not only interesting but enthusiastically received by the audience. The singing was also especially good. Many hearing the entertainment passed the comment that it was the best given of the year, but as to this the JOURNAL would have to leave the matter to a popular vote, for we have been entertained this year by especially well-produced open sessions of more than ordinary merit. This entertainment brought credit to the Soangetahas, their advisory member, and to the school, besides displaying the spirit that spells "success" anywhere.

### Notes From the Carpentry.

We have plenty of repair work always on hand.

We have recently finished flooring in several of the buildings.

A quartered oak extension dining table has been made for Mr. Martinez and family.

A fine commodious table has recently been made by the boys for use in the tailor shop.

A stationery cabinet made in this department has been added to the furnishings of Mr. Schaal's department.

Safety guards for the jointer, shaper and ripsaw machines have lately been installed and we hope that they will prove effective against all accidents.

Joseph Wolfe and Arneach Toinetta made a filing cabinet of quartered oak for the disciplinarian's office. It is a piece of work any cabinet maker might be proud of.

The printing department has secured for us two additional valuable magazines, The National Builder and The Building Age, which we appreciate very much. They are going to be a big help to us.

The carpenters have been kept busy with outside repairs every day that the weather would permit. The front porch of Home One has been completely overhauled and is now again in first-class condition. We are now remodeling the porch of Home Four. The masons have aided us by putting in cement foundations for the lattuce work and upright posts to hold the floors. W.

### Academic Notes.

The fourth, fifth and sixth grades, who have been studying gardening, are now planting and cultivating the students' demonstration garden.

The Junior class in field crops has been studying the history, planting, cultivation, harvesting and marketing of corn and wheat during the past month. Their laboratory work has been the grading and judging of samples of both crops.

At this writing—March 17—all pupils are enthusiastically preparing for the inter-class spelling contest which is to be held the week beginning March 23. The teachers have provided two fine pennants, one for the room winning in the primary grades, and one for the room winning in the contest of the grades above the fourth.

The Senior class in animial husbandry, with Supt. Allen and Prin. Fuller, attended the Duroc-Jersey hog sale of W. W. Otey, of Winfield, Kansas, March 11. They also visited the Berkshire and Hereford herds of L. A. Waite, near Winfield. These herds are of more than local fame as they have produced winners at the Kansas and neighboring state fairs.

### Track and Baseball Prospects.

The prospects for the 1914 base ball team look pretty good. There are eight of last year's team present, including Captain Bennett Lavers, who was re-elected captain of this year's team. He is a very good leader and the best first baseman the school has had for several years. The members of last year's team who are still here are pitchers Edward Jones and Chas. Wesley; s. s. Perico; third baseman John R. Roubideaux, and out-fielders Chas. Gibson, Vedol Zuniga, and Grover Doshinko. We have good material to fill out the team and are looking forward to a successful season.

Prospects for a good track team do not look so rosy. We have only four of last year's team and they were not stars; yet they are good point winners. Frank Knight was recently elected captain of the track team. There are about seventy boys out practicing every day for places on the team, and a big interest is being aroused in the inter-class meet, which comes off during commencement.

## PIERRE INDUSTRIAL SCHOOL NOTES.

Superintendent Crandall has secured authority for a great deal of improvement on the school plant and in a short time the capacity of the school will be enlarged.

This school is now experiencing one of the most enjoyable and profitable years in its history. Early in the year the required number of pupils had enrolled and were soon hard at work.

The school contains a model up-to-date dairy and a fine herd of Holsteins. The milking squad have white caps and uniforms, and the best methods of sanitation are observed in the care of the milk products.

Two literary clubs are maintained, one for the boys and one for the girls. These clubs have weekly meetings and sometimes give a public program. The one given by the boys on Friday night was well rendered and showed training and preparation.

Mr. and Mrs. Wedge, under the auspices of the Elliot Society, gave two weeks of entertainment and instruction by the means of lantern slides and lectures. Some of the lessons on thrift and perseverence given by Mr. Wedge will never be forgotten.

The girls' and boys' battalions consist of three companies each, all well drilled and officered. Not long since a dance and social was given by the officer boys to which were invited all the employees and most of the large girls. Refreshments and entertainment were served and planned by Mr. Robertson and the boys, and all together it was one of the most enjoyable events of the year.

In the industrial departments the work is in charge of the following employees, every one an adept in his profession: Household arts and sewing, Mrs. Anna M. Keeley; Carpentering, Elmer Hodgson; Laundry, Miss Getrude Harrigan; Cooking, Mrs. Margaret Thayer; Engineering, Geo. H. Reed; Shoe and Harness making, J. M. Barclay; Farming, J. M. Blackburn and W. R. Butterfield.

Mr. J. W. Robertson, a former student of Chilocco, is a very efficient diciplinarian. Under his leadership there has been a decided improvement among the boys both morally and intellectually. He has organized a band and from a line up of practically all beginners he now has them so that they are able to play in public. From the members of the same he has also selected a quartette whose vocal productions are enthusiastically received.

The academic department is in charge of Mrs. Dorothy M. Selsor, who is ably assisted by Mrs. Sadie Obershaw and Miss Ora Wilcox. Eight grades are maintained from which a class of six will graduate this year. In addition to the regular literary subjects, music, drawing, basketry and clay modeling is taught in the different class rooms. The clerical force consists of Superintendent Clinton J. Crandall, John D. Keeley, chief clerk, and Clinton J. Crandall, Jr., financial clerk.

## THE ROBINSON BILL.

Below the JOURNAL presents to its readers the Robinson bill, introduced in the Senate by Senator J. T. Robinson, of Arkansas.

This bill, if passed by both houses and signed by the President, will give the Indian Office full and complete power in all Indian matters, separating the Indian Office from the Department of the Interior. The bill:

"That there is hereby created an Indian Commission, consisting of three members, the present Commissioner of Indian Affairs, who shall be chairman of said commission and the title of whose position shall be that of Commissioner of Indian Affairs, and he shall receive a salary of $7,500 per annum; the present Assistant Commissioner of Indian Affairs shall be the second member of said commission, at a salary of $5,000 per annum, and the title of his position shall be that of First Assistant Commissioner, and he shall be the acting Commissioner during the absence of the Commissioner of Indian Affairs; the third member of said commission shall be an experienced educator with industrial equipment and administrative experience, and the title of his position shall be Assistant Commissioner, who shall be appointed by the President, by and with the advice and approval of the Senate, and he shall receive a salary of $5,000 per annum. The said Assistant Commissioner shall be the acting Commissioner during the absence of the Commissioner of Indian Affairs and the First Assistant Commissioner. The said Commissioners shall hold office for a period of six years from the approval of this Act, unless sooner removed for cause by the President, and shall be eligible for reappointment for a like term. Vacancies in said commission shall be filled by the President, by and with the advice and consent of the Senate. The office of Second Assistant Commissioner of Indian Affairs is hereby changed to that of chief clerk and said official shall receive a salary of $3,000 per annum.

"SEC. 2. That there is hereby devolved upon said commission all the authority and administrative and other duties relating to Indian Affairs heretofore, herein or otherwise vested by law in any other official or officials, said authority and duties to be exercised and performed under such rules and regulations as may be prescribed by the chairman of said commission.

"The chairman of said commission shall submit to the President, the Senate, and the House of Representatives, on or before the first Monday in December of each year, a detailed report relating to Indian Affairs and accompanied by such recommendations as said commission shall deem proper to submit. Each of said Commissioners shall be paid his necessary traveling expenses incurred in the discharge of his duties as a commissioner. There is hereby appropriated out of the treasury a sufficient sum to pay the salaries of said officials as herein provided.

"SEC. 3. That all Acts and parts of Acts in conflict herewith are hereby repealed."

## ADDITIONAL CHILOCCO NEWS.

Mrs. William Moses was in Oklahoma City this month for a day or so visiting her mother who was returning to Kentucky from Texas.

When we awakened on the morning of the nineteenth we found snow on the ground. Bad for the lilacs and peaches, which were bursting buds.

The mason and his boys are extending the rock road on the campus from the lagoon bridge up over the hill to the east toward the Santa Fe station.

There has been a good demand for Chilocco native prairie hay this month. Eighty tons have been sold so far during the past two weeks. It brings $10, $12, and $14 at the school barns.

The first game of the Chilocco baseball season was played on Chilocco's athletic field on March 23. Southwestern College, of Winfield, Kans., was our opponent. The score was 8 to 3 infavor of the Indians.

The dairy is giving better returns this March of any of the last six previous years, the average daily yield being 1100 pounds of milk. The detail seems to take more interest in the work as the returns grow in volume.

Messrs. Schaal and Thompson feel good over compliments given them by Special Agent Adreon when he was checking up their accounting systems. He spoke encouragingly about the system here and said that it seemed strange everything balanced at the first trial. He also said that Mr. Thompson's system of keeping property accounts was so good he ought to be given a chance to put it in vogue at other Indian schools.

The JOURNAL is glad to note the confirmation of the appointment of J. E. Shields as principal of the Cheyenne and Arapaho school, at Darlington, Okla. He was formerly disciplinarian at Chilocco and his friends here are glad to note his success. Mr. Shields is an Indian and attended the school, of which he now becomes head, when he was a boy. It is another concrete example of the successful and good work of the Indian Service.

On the evening of March twentieth occured the annual reception of the bakers, the hostlers, the masons, and members of the nursery department. The gymnasium was very prettily decorated and the different departments were represented by caricature booths, which caused much merriment. The feature of the evening was a cap contest, the prizes for the best gentleman's cap going to Tyler Bowman; Grace Stover, receiving the prize for the prettiest ladies cap. After a short musical, literary and dance program, refreshments were served by Miss McRae and several young ladies of her department. Those present unanimously declare that the Messes. Frederick, Keton, Rader and Roche make good hosts and that their departments gave a very pleasant and enjoyable party.

## 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 northwest. 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, 8:20 a. m.; No. 15, 5:35 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, 9:35 a. m.; No, 607, 4:24 p. m. Stop on Signal.

NORTHBOUND—No, 608, 11:37 a. m.; No. 612 6:32 p. m. Stop on Signal.

IF IT IS FROM PECK'S IT'S THE BEST

W. S. PECK

The Modern Grocer

Orders Taken and Special Delivery for Chilocco

217 S. Summit St., Arkansas City, Kans.

T. B. Oldroyd & Sons

House Furnishings Undertaking

Good Stock; Reasonable Prices Square Treatment

207-209 W. 5th Ave., Arkansas City, Kans.

# Hopi Pottery

Above is reproduced by photography a genuine piece of the celebrated Hopi Pottery—an Olla made by the greatest living Indian potter, Nampeyo of Hano. We have some very nice pieces of this ware. Prices from fifty cents up.

## The Indian Print Shop

**U. S. Indian School, Chilocco, Oklahoma.**

# HIAWATHA

## At CHILOCCO in Picture and Prose

WE have a very few copies left of "The Chilocco Hiawatha in Picture and Prose," a companion booklet to "The Story of Hiawatha." This booklet is about 7x10 inches in size and has 28 pages. Besides a three-page description of the play as given at Chilocco by real Indian characters, and "A Brief Description

of Chilocco," the booklet contains eight full-page illustrations of the play and its characters. There are, also, nine views of the Chilocco school in the pamphlet, which is printed on enameled paper and bound with a colored cord. A deckle-edge cover adorns the booklet, and it was printed by Chilocco Indians, making it a neat souvenir for either presentation to your Eastern friends or as part of your own Indian collection.

Twenty-five cents, postpaid.

**The Indian Print Shop**

U. S. INDIAN SCHOOL, CHILOCCO, OKLAHOMA.

# BOOKS

## AT SPECIAL LOW PRICES

¶ The Indian Print Shop has a number of copies of these books which it will dispose of at reduced prices:

### Lolami In Tusayan,

By Clara Kern Bayliss.

(A story of the Hopi Country)

### How To Make Baskets,

By Mary White.

MORE BASKETS AND HOW TO MAKE THEM.

By the same author.

These books are a little shopworn, but otherwise in good condition, and we will mail them to any address at these prices: Lolami In Tusayan, 40 cents; How To Make Baskets and More Baskets and How To Make Them, each at 80 cents per copy, postpaid. These prices are one-quarter lower than regular price. We wish to close out the stock on hand and make the price as an inducement to those interested.

**The Indian Print Shop**

U. S. INDIAN SCHOOL, CHILOCCO, OKLA

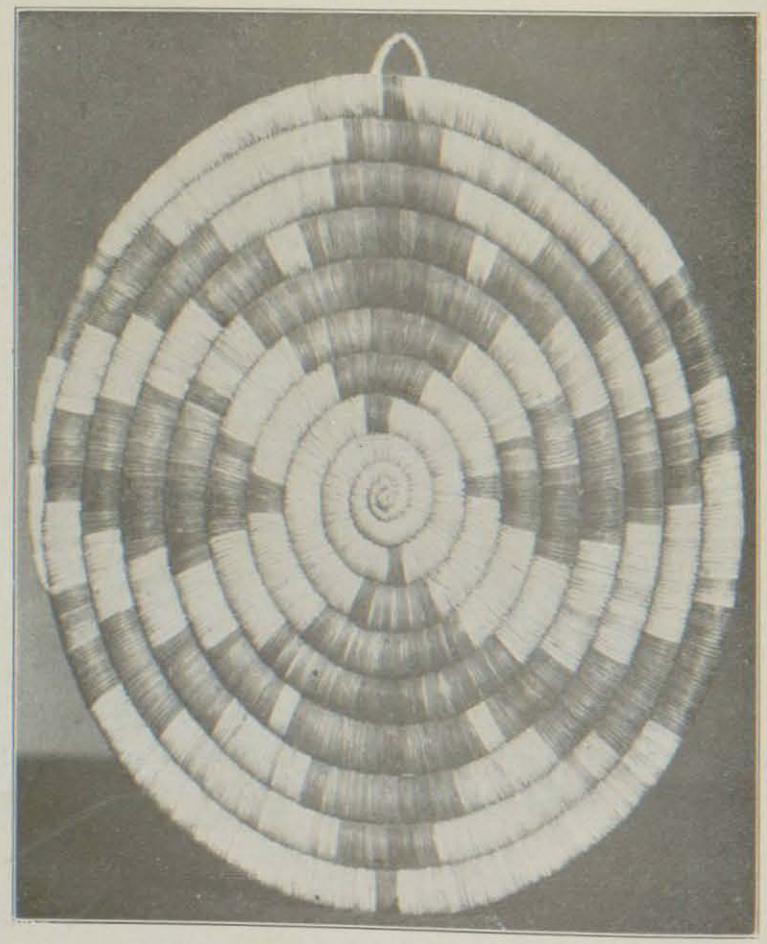
# HAVE YOU A GOD?

THIS is one of our own gods — that is, a photo of one of those we are selling in our endeavors to aid all worthy Indians to create their handicraft. ¶ It is one of those **TESUQUE RAIN GODS** you have heard so much about. They are made by the Indians of Tesuque Pueblo, New Mexico. They are odd; made 6 to 8 inches tall, in several colors and decorations We get from 35 to 50c postpaid. They are worth 25c more ¶ Send for one

## THE INDIAN PRINT SHOP

PART OF THE U. S. INDIAN SCHOOL AT CHILOCCO, OKLA.

# HOPI PLAQUES



Here is a halftone cut of one of our Hopi Basket Plaques. They are beautiful for house decoration. We have a number, of many colors and designs. This plaque is in five colors. Prices range from one dollar up to Three Fifty. ¶Your money cheerfully REFUNDED if you are not satisfied

THE INDIAN PRINT SHOP

At the United States Indian School at Chilocco, Oklahoma

# THE INDIAN SCHOOL JOURNAL

ISSUED MONTHLY BY
THE U.S. INDIAN SCHOOL
CHILOCCO, OKLAHOMA
AND PRINTED BY INDIANS

The Montessori System As Used at Tulalip

—

*The* Flandreau School

—

Indian Students in Gospel Team Work

—

News of the Service

—

The Promotion *of* Agriculture Among Indians

APRIL, 1914