



VIEW OF HOME ONE—DORMITORY FOR THE LARGE BOYS AT THE CHILOCCO INDIAN SCHOOL.



# The Indian School Journal

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

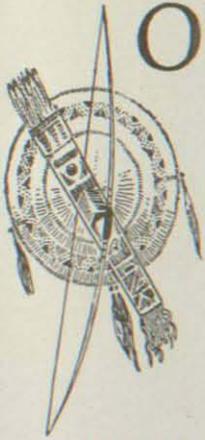
VOLUME FIFTEEN

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NUMBER ONE

## THE FORT TOTTEN INDIAN SCHOOL

BY BERT R. BETZ, Principal



ON THE southern shores of Devils Lake, the largest body of water in North Dakota, is located the Fort Totten Indian School. From a point of natural beauty, a better site could scarcely have been selected, though it was chosen for an Army Post instead of an Indian School. For many miles to the north one looks over the broad expanse of this beautiful lake, which the White Man's vernacular has named Devils Lake instead of the true Indian designation, Spirit Water. While there is some level land near the school, much of the country for a few miles south of the lake shows evidence of glacial action, presenting excellent types of terminal and lateral moraines, and though the soil is fertile much of it is rough for agricultural land and has no natural drainage, for the lake is of glacial origin and has no inlet or outlet.

On the opposite shore of the lake, near the city of Devils Lake, there is a beautiful Chautauqua ground and the Fort Totten Band is one of the regular attractions at most of the assemblies. During this

time gasoline launches make regular trips between the school and the Chautauqua grounds. In the late autumn ducks and geese in hundreds of thousands make their flight over the passes of the lake, furnishing recreation for the numerous gun clubs of this vicinity.

The school plant is the remodelled buildings of the Army Post. Electric lights, hot water heat, complete water, sewer and telephone systems, are some of the improvements. The buildings are of brick, arranged around a hollow square for a parade ground, as was the custom in the late sixties, from which the construction dates. Outside the buildings of this square are the various recreation grounds—tennis and croquet courts, baseball diamonds, boys' and girls' playground apparatus, and the range of the gun club. Many new buildings have been added to complete the efficiency of the plant. To the west is the school farm of three hundred acres of valuable land under cultivation; much of the other school land adjacent is covered with timber, and wild fruit and berries are plentiful.

The annual appropriation for this school is made for four hundred pupils. The work is well organized and carried on by an efficient corps of employes, num-

A. Hill



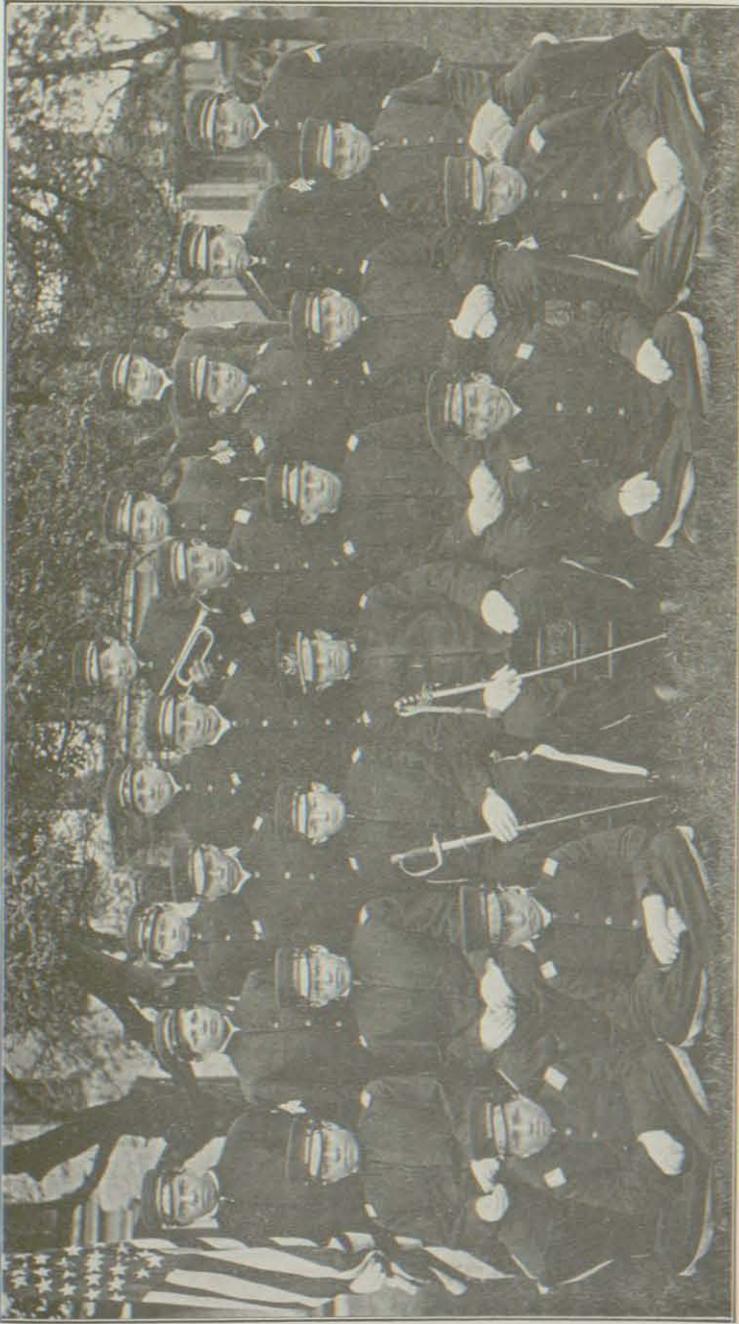
Girls' Basket Ball Teams of the United States Indian School at Fort Totten, North Dakota.

bering forty-six. Superintendent Ziebach, who has been in charge since 1906, has just completed his twentieth year of successful work in the Indian Service. He has charge also of the Devils Lake Sioux Reservation of about five hundred square miles, and of the Sullys Hill National Park, all on the southern shore of Devils Lake.

The bringing together of the Sioux and Chippewa children in the same school was

at first a problem, as their ancestors were hereditary enemies, but years of patient work has finally overcome this prejudice until today it is rarely mentioned, and is not always recognized as a fact by employes and pupils.

The school necessarily undertakes a work of a very high order—the training of its students for “immediate citizenship.” This does not need imply that all are citizen Indians, for about two-thirds of them



Officers of Boys' Battalion, United States Indian School at Fort Totten North Dakota.

are not, but they are of mixed blood, and under the conditions confronting them on their home reservation, or their allotments on the public domain, they will be lost in our body politic largely within the present generation. Our school must, therefore, be not merely a "stepping stone" but a "threshold"—a "portal" opening to them the duties and opportunities of real life. Every effort is made to prepare these children for their places in our common-

wealth; to develop in them the motives and ability that will result in self-supporting individuals. This accomplished, the question is solving so far as the general policies of Indian education are concerned.

Our graduates complete the work prescribed for the eighth grade of the public schools of North Dakota. They take the finals as the white children do and receive their certificates of completion from the



Sewing Room, United States Indian School at Fort Totten, North Dakota.

county superintendent of schools. An annual Declamation Contest has been carried on for three years with the grade pupils of our nearest town, and in this time of our pupils won all the second, and all but one of the first prizes. We believe that the public school training would be good for the Indian children; the opportunity on this is lacking. To supply this our school was instituted, but fortunately for the students we are able to give an industrial training which can scarcely be attempted by the public schools of our state.

Our farm is well adapted to the raising of grain and forage crops, and the splendid equipment of implements and stock give every opportunity for training in this line. The large dairy herd of High-Grade Holsteins, and our modern dairy barn and silo, offer the best of facilities for training in this industry, which is today recognized as a necessary adjunct to a successful farm in this section of the northwest. The garden yields its share of vegetables and tubers and gives the practical lessons needed for successful growing

under existing conditions of soil and climate. During the winter months there are special classes of instruction in the various industries. Regular trade work is carried on in our different shops—carpentry, painting, shoe and harnessmaking, engineering, tailoring and printing, being taught.

In vocational work we do not make extravagant claims. Our shops are first-class, and the students finishing are competent, but the number is not great for a school of this size. About ninety-five per cent of our boys and girls eventually make their homes on their farms, and our work is primarily concerned with their preparation. No field of endeavor open to our pupils compares with the call to the farm—to the farm home. Any attempt to educate these children away from the farm, except in a few cases, would show an ignorance of their inclinations, abilities and opportunities.

We believe in athletics. Our students set the pace for athletics, baseball and basketball with the high schools of our section. Further than that we have an ambition. Let others train for the Marathon, the Diamond or the Gridiron. To us a good farmer or a good housewife is more worthy of emulation than a physical gymnast, though the latter may have won honors before applauding thousands.

In our shop work we hold the proficiency in manufacture as secondary to the efficiency of the individual. In vocational training for the trades or professions, efficiency is often equivalent to specialization on a single line to a def-

inite end. In training a North Dakota farmer diversification must be the rule. The days of the Bonanza Farm, with its thousands of acres of wheat, is passing as has passed the open range for the stock-grower. The successful farmer of the future will be the one combining the industries of grain growing, stock raising, dairying, gardening and poultry raising all on a single farm of from one hundred sixty to a half section, or section, as his means will warrant. In this future, which is by far the greatest opportunity open to our students, the shop training plays an important part, even if it is not followed as a vocation. The farmer who can repair his own machinery or harness, build his own granery or barn, lay his own concrete, or run his own tractor, has his chances of successful operations of his farm multiplied. While the training given in any of these lines is of prime importance to the one who will make it his vocation, the greatest benefit to the student body as a whole comes from the efficiency it develops in the individual rather than in the proficiency in the trade.

The same applies in as large a measure to our girls. But a small number will follow trades. Our training is not so much for positions of cooks, laundresses, dressmakers or nurses as for home-builders, where all these accomplishments are in demand.

Our aim is high as opportunity will offer, and our hope is that Fort Totten School will do its share in bringing into our civilization that much discussed product of our continent—the American Indian.



**T**HE man who is always saying that everything is all wrong, and going to the dogs, is a nuisance. Pass him by and leave him to "stew in his own grease." The truth is that life is pretty nearly what we make it, therefore, let us put behind us the little cares and worries that only drag us down and breed disease, and look upward and forward, ever hopeful, ever cheerful, spreading sunshine round about us; doing good to ourselves by doing good to others.—*Anonymous.*

# THE TOMAH SUMMER SCHOOL FOR I. S. TEACHERS

SPECIAL JOURNAL CORRESPONDENCE

THE Summer School for Indian Service Employes held at Tomah Indian School, Tomah, Wis., Aug. 3-15, was a complete success from every standpoint. The first day of the Institute 75 people were on the ground; the total attendance was 109.

Monday afternoon a complete organization was perfected and Tuesday morning the regular programme was taken up along academic, industrial and vocational lines. Supervisors Dr. L. F. Michael and John B. Brown, and the instructors, were here before the beginning of the work and the way the classes seemed to catch the spirit of the instructors and the enthusiasm and zeal displayed by all from the start assured success. The instructors reported that the attention and application were excellent.

The different subjects and instructors were as follows: Penmanship, Mr. Birch; Sewing, Miss Miller; Cooking, Miss Taber; Lace Making, Mrs. Webster; Dairying, Gardening and Horticulture, Mr. Hancock; Concrete, Mr. Bean; Model Primary Lessons, Mrs. Garber; English, Mr. Birch; Arithmetic, Mr. Birch; Hygiene and Sanitation, Dr. Shoemaker; Conferences, Dr. Michael; Drawing and Woodworking, Mr. Smoot; Group Athletics and Games, Mr. Venne,

The Conferences were well attended and many subjects of great importance to the schools were discussed. Conservation of the child's time, the correlation of academic and industrial activities, moral training, temperance, industrial and vocational training, school farms, play grounds and play time, socials for employes and socials for pupils were the principal subjects discussed.

Supervisor Peairs arrived from the

Chemawa Summer School on the morning of the 10th. We were all very glad to see him and his coming was greatly appreciated by all in attendance.

A splendid lecture course was provided and this was greatly enjoyed by those in attendance. Many important phases of industrial and vocational training, morals and the evil effects of intemperance were outlined by the different speakers.

The speakers and their subjects were as follows: Prof. C. P. Norgord of University of Wisconsin—"Demonstration Methods of Teaching Agriculture". Pres. L. D. Harvey, Stout Manual Training School, Menominee, Wis.—"Education for Industrial Efficiency". Prof. Paul F. Voelker, University Extension Division, University of Wis.—"Habit, Dr. Jekyl and Mr. Hyde". Mr. H. A. Larson, Chief Officer, Liquor Suppression—"The Liquor Problem". Hon. Edwin G. Cooley, Chicago, Ill.—"The Part-time Industrial and Agricultural Schools of Europe". Prof. F. A. Cotton, Pres. State Normal School, La Crosse, Wis.—"Universal Education". Hon. C. P. Cary, Supt, Public Instruction, Wis.—"Correlation of Academic, Industrial and Vocational Activities in School".

The following resolutions were unanimously adopted by the Institute:

"Whereas, the Indian Office has provided for and established a series of institutes for Indian Service Workers to meet for consultation and mutual benefit, and whereas we believe that our Institute held at Tomah, Wisconsin, Aug. 3rd to 15th, 1914, has fulfilled its mission in a most satisfactory manner, we the members thereof desire to offer the following resolutions:

First, That it is our belief that it is to the interest of the Service and the Indians that these meetings be made permanent.

Second, That we extend to the Hon. Cato Sells, Commissioner of Indian Affairs our thanks



Group View of Indian School People at Tomah Institute  
(Photo by J. F. Singleton)

for this opportunity for self-improvement and our appreciation of his helpful interest in all things pertaining to the welfare of the Indians; also to Supt. L. M. Compton and his corps of employees for their untiring efforts to entertain us and to make our stay at their school pleasant and profitable; and last but not least to Dr. Michael, our supervisor and chairman, and to the visiting officials and instructors who helped to make our Institute a success.

(Signed), J. C. HART, Chairman.  
L. L. CULP.  
F. T. MANN.  
R. A. COCHRAN.  
MAY D. CHURCH.  
MARTINA CLEVELAND.  
MYRTLE W. MARBLE.

Saturday evening a social and recep-

tion was held in the gymnasium, and a very enjoyable evening was spent.

That much good was accomplished by the Tomah Summer School was evidenced by the general interest manifested and the spirit of cheerfulness that seemed to prevail throughout the entire period.

Not having the space in this issue, THE JOURNAL intends publishing, in the October number, the names of Indian Service people who attended the Tomah Summer School.



Group View of Indian School Teachers at Flandrean Institute  
(Photo by J. F. Singleton)

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## PROVISIONS OF THE LAST INDIAN BILL

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**T**HE JOURNAL is pleased to be able to give the following official comment by Cato Sells, Commissioner of Indian Affairs, concerning the Indian Appropriation Bill recently passed by Congress, which carries appropriations amounting to about \$11,800,000, \$1,500,000 of the amount being appropriated from Indian funds. The commissioner says:

The bill is the result of very careful consideration by the Senate and House Indian Affairs Committees. Altogether, it is considered one of the best, if not the best, Indian Appropriation Bills enacted for a number of years.

The Indian Committees of Congress with the co-operation of the Indian Bureau have in this bill worked out constructive legislation for the Indians of the country along progressive lines. For example, for the first time in the history of government there has been appropriated a large amount of money for improvement in the health conditions of the Indians and providing hospital facilities for them—\$300,000 is appropriated for this purpose, \$100,000 of which will be used for construction of hospitals at a cost not to exceed \$15,000 each. In addition to this the Indian Bureau is now constructing three hospitals for the Sioux Indians to cost approximately \$25,000 each on the Rosebud, Pine Ridge and Cheyenne Reservations. An appropriation is also made in the Indian Bill for a hospital in the Chippewa country in Minnesota and \$50,000 appropriated therefor out of Chippewa Indians funds. The health conditions of the Indians have been found to be deplorable and little attention has heretofore been given to correcting this condition. The appropriation in the current Indian Bill will be a long step forward in solving this important problem.

The appropriation for educational purposes for the Indians is considerably increased and special provision made for the education of deaf, dumb and blind children, who have heretofore been unprovided for. There is also a

specific appropriation for educational purposes among the Papago and Navajo Indians. These Indians heretofore have been neglected and several thousand Indian children among these Indians are without school facilities.

On the recommendation of the Indian Bureau large reimbursable appropriations have been provided in this bill for industrial work among Indians. These reimbursable appropriations will amount to more than \$700,000. The Indians have heretofore been allotted land but they have not been provided with tools and general farm equipment. This appropriation will enable the Commissioner of Indian Affairs to improve stock conditions and place herds of cattle on a number of Indian Reservations. It is expected that this appropriation will aid very materially the industrial activities among the Indians of the country and go far towards developing their self-support.

This bill carries a somewhat reduced amount for irrigation work on Indian Reservations and contains a clause which will require detailed information regarding each of these projects to be furnished Congress at its next session. The Indian irrigation projects have heretofore been appropriated for and constructed largely without adequate detailed information and it is expected at the next session of Congress that the Indian Office will furnish a complete statement regarding each of these projects so that Congress may have a thorough understanding of conditions on each of the Reservations where irrigation projects are being constructed. It is also expected that the information obtained from these reports will result in procuring administrative and legislative action which will protect more securely the water rights of the Indians of the country.

There is included in the bill an appropriation of \$85,000 to cover salaries and expenses of probate attorneys under the direction of the Commissioner in the working out of probate reforms for the protection of the property of Indian children in Oklahoma, which will be done in harmony with rules of probate pro-

cedure adopted at a conference of the County Judge with the Commissioner of Indian Affairs held in January and recently adopted and promulgated by the Justices of the supreme Court.

The bill also carries \$100,000 to support a widespread and aggressive campaign for the suppression of the liquor traffic among Indians.

The bill gives the Commissioner six confidential inspectors with special Civil Service qualifications. It is expected that this appropriation will result in thorough investigations being made on Indian Reservations and throughout the Indian country generally that he may be advised of the actual conditions as a basis for their effective reform.

The bill provides for the consolidations of the offices of the Five Civilized Tribes and the Union Agency and with it a reduction of \$50,000 over previous years in the expense of conducting these two branches of the Indian Service.

The controversy regarding the enrollment of the Mississippi Choctaws is compromised by omitting the Choctaws of Oklahoma from the per capita payment made to Chickasaw and Cherokee Indians of \$100 and \$15, respectively.

A long contest regarding the water rights of the Yakima Indians is finally settled by giving these Indians a free water right to forty acres of their allotments in perpetuity.

Another question which has been in dispute for a number of years is settled by providing for allotting the remaining unallotted Indians on the Bad River Reservation and the distribution per capita of the remaining tribal timber to the unallotted Indians.

Out of the funds of the Confederated Bands of Ute Indians in Utah and Colorado this bill appropriates about \$800,000, \$100,000 for the purchase of stock for the Navajo Springs Band of said Indians in Colorado, \$200,000 for the Uintah, White River and Uncompagre Bands in Utah and the balance to be expended among all of said Indians for the promotion of civilization and self-support among them, one of the chief purposes of which is to protect the water rights of the Ute Indians from being forfeited within the period fixed by law, and all of which is to give them much needed help in industrial progress.

One hundred thousand dollars are appropriated for determining the heirs of deceased Indian allottees so that title to these lands may be certain. There are now 40,000 of these cases pending in the Indian Office, in which land valued at \$60,000,000 is involved.

The \$15 charged to each estate for the payment of this expense has during the past year recovered into the Treasury \$80,000, which is \$30,000 more than the appropriation on which this work was accomplished by the Commissioner of Indian Affairs.

#### Governmental Vocational Training.

There is a proposition before congress for a maximum annual appropriation of \$7,000,000 for the furtherance of vocational education. It does not seem to be the purpose of the proposed law to enable the federal government to enter into the educational field, but rather that the federal government shall aid the various states to give practical form to the sort of education which has just begun to be developed. The demand for vocational training has come from the business interests which have complained that the boys and girls come to them from the usual school courses absolutely untrained for any of the practical tasks of a practical world.

If the proposed union of effort should receive the sanction of congress, it is proposed that the conditions governing grants should be that all vocational education aided by national grants must be given in schools or classes supported and controlled by the public. This limitation needs no discussion to establish it as correct. This education must be of less than college grade. This limitation is essential to keep the training on a plane where it can do the greatest good to the greatest number by reaching those who are most in need of it.—Buffalo Express.

#### A Tribute to the Service.

An instructor at the Flandreau institute, in writing THE JOURNAL his impressions of the work and lectures there, had the following to say: Last night we had President D. D. Mayne, of the Minnesota State Agricultural College. He is in the same class with Doctor Brooks of Oklahoma, and certainly gave us something worth listening to. He discussed the failings of the present public school system, and incidentally paid Hampton Institute and the system of Indian education a high tribute. He stated that he really felt that it was a discrimination against his boy that he could not attend Hampton Institute, or one of the better Indian schools, for the reason that a far better type of education is offered in them than he could find anywhere else. He made me feel proud of being in the Indian school service."

# HOME TRAINING FOR GIRLS IN PUBLIC SCHOOLS

VOCATIONAL training for boys in our public schools is not a new thing. All over the country we find the public school systems copying the Indian school method and inaugurating trades and manual training. Vocational training for girls, as a part of public school work is, though, a comparatively new venture. Effort now is being made in several sections of the country to give to white girls a home training similar to that which the Government has for years been giving the Indian girl through the instrumentality of its Indian training schools.

Vocational training for girls, so far as it has been tried out in connection with public schools, is limited to housecraft schools as part of the public school systems of Boston, Mass., Providence, R. I., Cincinnati, O., and Los Angeles, Cali. The institution itself is called a "Home School" and the fundamental object is to prepare girls to become good home-makers—as we now prepare boys to become good craftsmen. It also more closely correlates the work of the school with the work of the community, so far as the girl or young woman is concerned. It is the personification of the principle that it is the business of public education to *prepare our girls by actual experience* for their future duties and responsibilities as home-makers and housekeepers. It is supposed to give rational and practical training in all matters pertaining to homemaking.

Probably the most conspicuous and successful Home School is the one located in Providence. This school has demonstrated beyond any doubt the usefulness of such instruction as part of the public school. It has been a success in every

way—so much so that it has received much favorable comment in educational circles throughout the country and has, in some measure, excited the interest of a number of Indian Service people who have asked the JOURNAL to present a few facts concerning the school and its methods.

In answer to this demand we take pleasure in printing the following information concerning the school from the pen of its principal, Ada Wilson Trowbridge, and published in Vocational Education. It will give to our readers a general idea of the scope of the school work and also some idea as to its outline and course of study.\*

Mr. Condon said: "Comparatively little has been done in public schools as yet to prepare girls for the most important and most difficult of all feminine vocations,—that of housewife and mother. I want the teachers in the Home School to feel that they have a big family of girls to be brought up in the old-fashion way. Since the home is of more importance than the shop or factory, it is even more necessary to educate girls for motherhood and the home pursuits than to educate them for the industries or the professions." So it was with these ideals as a guide that the teachers entered into the work of this new project.

A five-room flat, rather below the average perhaps, situated in one of the thickly settled and poorer districts of the city was selected, the object being to show what may be done to make the ordinary tenement attractive and homelike. The arrangement of rooms was well adapted to the new enterprise including a hall, living room, sewing room, dining room, bedroom, kitchen, and bathroom, and a basement laundry.

It has been the desire of those connected with the school that it should be a growth of the conceptions and needs of those who occupy it, so many things in the furnishing were left for the Home School girls to complete, thus bringing a

\*More complete and specified information may be gotten from "The Home School," by Trowbridge; Houghton Mifflin Co., Chicago. Price 50c.

lesson of responsibility as well as appealing to the home-making instincts of a girl's nature. During the first weeks they were busy hemming tablecloths, napkins, and dish towels, and were expressing their taste and ingenuity in hanging curtains and pictures, placing furniture, arranging dishes in the china closet, and in getting acquainted with the problem of cleaning and settling a new home. Since the opening, the first week in December, the girls have done all the work connected with the school except caring for the furnace. They have built the fire in the kitchen range, and have done all the cleaning and all the laundry work. The washing and ironing represent no small amount of effort and responsibility since an average of over twenty-five dozen pieces are washed and ironed each month. The articles laundered include hand towels, dish towels, tablecloths, napkins, doilies, drawnwork table and bureau covers, aprons, curtains, and the sheets, pillow cases, and spreads used in the demonstrations of bed making.

The work has been divided into three parts, the sewing, cooking, and housework, a teacher being in charge of each department. As the home environment and size of the rooms necessarily limit the number of pupils which it is possible to accommodate satisfactorily, the girls have been divided into groups of about ten, one group under the supervision of each teacher. Thus, one division numbering about thirty attends on Monday and Tuesday afternoons from four to six; a second attends on Monday and Tuesday evenings from 7:30 to 9:30; a third division, numbering about the same, attends on Wednesday and Thursday afternoons of each week; a fourth on Wednesday and Thursday evenings; a fifth on Friday afternoons; Friday evening being reserved for social gatherings. The group of girls having sewing for one lesson has housekeeping the next, and cooking for the third lesson, coming back again to sewing for the fourth lesson. With this rotation and the careful records kept by the teachers, every girl receives instruction in all the work of the three departments. The afternoon classes are made up chiefly of children from the grammar schools, and the evening classes of working girls who are employed during the day.

The sewing has included the hemming of linen and sheets for the school, the making of holders and other household articles, mending when necessary, and the making of aprons for cooking and serving. The equipment of the sewing room is simple but adequate, including a sewing machine, low sewing chairs, a cutting table, and a work box for each girl fitted out with the necessary articles for sewing.

The cooking has been planned to give the girls a knowledge of the proper preparation of simple home food and the serving of it to a small family. Wholesome and well balanced combinations of food suitable for breakfast, luncheon, and dinner have been prepared and served, and special attention has been given to the making of good bread, biscuit, muffins, and such essentials in cooking.

#### A COURSE IN HOUSEWORK.

A comprehensive course in housework has been carried out including:

1. Bedmaking and all that pertains to the hygienic care of the sleeping room.

Bedmaking for the sick and care of the home sick room.

2. Cleaning, sweeping, dusting, and care of the floors, rugs, curtains, draperies, etc.

3. Laundry work; the theory of cleansing; how to bleach, remove stains, etc.

4. How to serve meals; how to spread the table and care for the linen; table manners, etc.

5. Informal talks on hygiene.

6. Informal talks on books.

The work in hygiene has embraced what to do in emergencies, the care of the hair, care of the teeth, complexion, the feet, as well as more intimate matters of hygiene. The results have been astonishing, showing many interesting developments and proving beyond question that many things can be handled in the home environment that it is impossible to approach adequately in the ordinary schoolroom.

The recreation hours with books have included reading aloud, discussion of poetry, pictures, and the home life of famous Americans,—home life at Mt. Vernon, at Longfellow's home in Cambridge, at Esek Hopkins' home in Providence, and at other historical homes in New England and elsewhere.

In many ways the works of the evening divisions has differed from that of the afternoon, an effort having been made to fit the work specially to the needs of the older girls. The classes are composed of working girls, many of whom are looking towards having homes of their own in the near future, and so the problems of the selection of all articles for home adornment and use, the simple, refined, and effective ways of preparing and serving meals and offering hospitality, and other matters pertaining directly to the management of a home have received special attention. As a part of their work, the evening girls have been fitting up an attic room in the tenement, selecting and putting on the wall paper themselves, painting the woodwork, finishing the floors, making the box furniture and the curtains, and framing the pictures.

Every effort has been made to cultivate the element of taste,—taste in dress, in personal adornment, and in the selection of everything that enters into the making of a home. Beginning with cleanliness as the basis of all beauty, a simple consideration of color and form, and design and use has followed, reaching out, in this way, into all the aspects of life both material and spiritual. To give thru the home an ideal of good taste that may be lived into every phase of existence has been the motif of the work at the Home School.

#### HOME ECONOMICS.

In all the departments of the work the cost of materials has been discussed and the relation which one expenditure bears to the other household expenses. Precept and example have been given to show the wisdom of buying only what can be paid for, and of waiting for any household article, no matter how much desired or needed, until something really worth while can be purchased. And as many problems as possible have been given to bring out the satisfaction of being able to practice economy, and the intelligent joy of being inventive and resourceful.

The girls have written note-books covering all the work in school. The notes are carefully prepared by the teachers and copied by the pupils and are so simple, direct and comprehensive as to furnish, it is hoped, helpful and practical information for the homes into which they go. In every way possible the Home School has been put in direct cooperation with the homes of the children, to establish that human relationship between teachers and pupils and parents which it is almost impossible to establish in the more formal conditions existing in most of the public schools.

How to take care of younger brothers and sisters has received special discussion in the housekeeping classes, and the girls have been told to bring their home problems in millinery, dressmaking, or in any other line, to the teachers of the Home School for assistance. In small groups the mothers have been invited to the school, and for some of the mothers the children have prepared and served simple meals.

The words so often quoted in the *New England Home Economics Association* that "the Public Schools recognize all religious beliefs but favor none" have had their significance here where so many nationalities and creeds are gathered together. A large proportion of the children are from orthodox Jewish families, and while it has not been best or possible to have a Kosher Kitchen, care has been exercised in the selection of foods that the preparation of nour-

ishing dishes might be learned with as little offense as possible to religious principles. Out of respect to the Jewish Sabbath the children have not been required to work on Friday evenings but the evening has been made a social one, and has served as an opportunity for bringing to the girls a class of entertainments both helpful and interesting and calculated to create a taste for something better than the ordinary moving picture show and 5 and 10-cent vaudeville. These Friday evening entertainments have included interpretative readings, musicals, stereopticon lectures, and practical talks on first aid to the injured, conduct, hygiene, economy, etc.

#### COOPERATION WITH OTHER AGENCIES

Active affiliations have been established between the Home School and the Public Library, the Park Museum, the District Nurses Association, the Y. W. C. A., and other organizations that would offer helpful and uplifting influences for the girls, and representatives from these organizations have visited the School and given informal talks to the girls.

The Public Library and Traveling Library of the State Board of Education have supplied nearly 200 volumes free of cost for the use of the Home School. This well chosen library contains helpful books on domestic problems, poetry, history, art, fiction, nature study, and also many books in Yiddish that can be enjoyed by the girls with their parents in their own homes.

A flower and vegetable garden has been planted under the direction of the supervisor of school gardens, and this is cared for by the girls. The object is not merely to offer healthful outdoor recreation, but also to cultivate a wider sense of household industry and economy, and to show what may be done with a small plot of ground toward furnishing flowers and vegetables for home use. The quality of the soil, the position with reference to the house, the exposure to the sun, and other facts, have been studied with a view to planting the flowers and vegetables best adapted to the conditions.

The aim has been to make all the Home School educational and progressive and at the same time to retain a certain amount of elasticity, to give more vitality, and to preserve that freedom and individuality which constitute one of the greatest charms of any home. With all the varied interests pursued, no effort has been made to compete in any way with the technical and trade schools or any institutions where industrial work can be better done, but rather to preserve in every way the simple, homelike atmosphere and character of the work, and to cultivate in the girls a taste for household duties. And the

general need for developing the play spirit among younger children and an intelligent enjoyment of recreation among older girls has been recognized. So the aim has been more to develop the elasticity of a social club than the routine of a school—the entertainments, games, music, reading aloud, and gardening all having done their part in bringing about an atmosphere of recreation.

As the most thoughtful educators for some time past have been working on their problems with

a view to meeting more practically the demands of the community, the Home School training and its means of offering the fundamentals of an education seems to point to one solution of this absorbing and perplexing question. Even more important is the social and ethical side when it is realized that the Home School is an opportunity for putting inspiration into the drudgery of daily necessity, and for capturing the *soul* that will one day express itself in the relations of wife and mother.



## Home Training For The Indian Girl

BY ALICE WILLIAMS  
Graduate of the Chilocco Indian School

THE educated Indian girl to-day knows and realizes more and more the need and value of an education in Domestic Science. Several years ago the Indian girl never knew of the study itself, but recently it has been taught to her by those whose work it is to teach it to others.

The end and aim of all such work should be good home making. The home maker's purpose should be to raise the standard of living.

Domestic science requires just as hard studying and thinking as does any other subject. The Indian girl after obtaining an education in domestic science will have a knowledge which will be of aid to her in promoting prosperity and personal happiness in the home. In the home is where the children are cared for and trained as to bring them into the right path of life. In the home is where the most lasting impressions of life are received—where character is built.

Therefore it is necessary that the mother in the home should have an education in domestic science, so that she will be capable of preparing wholesome food, good clothing, and be capable of training the children to become intelligent and honorable men and women.

Domestic science requires a number of years of study. A good knowledge of chemistry and physiology is desirable, especially all that has to do with digestion. With the knowledge of these subjects one is able to grasp more thoroughly the principles of the different topics. The essentials of this study are cleanliness and economy.

Good health means happy lives. Good health depends upon the cleanliness in the home. It is where one is being built physically as well as morally. Great care should be given it. Selection and preparation of foods should be well understood. The household manager should know what foods to combine to produce proper nutritive value. Economy can often be used in the

preparation of foods; they are cooked to add to their appearance, to develop their flavor, and to make them more digestible. Careful preparation of food in the home is a great saving and lessens the cost of food required.

Any educated household manager will keep a record of the living expenses in the home. The income, though it may be small, or it may be large, can be divided into proper proportions for the various needs of the home. In this way one is able to tell when too much is spent on one thing and not enough on another. This would bring economy in the home.

Study of domestic science teaches the proper location, planning, decoration and care of the house so as to meet the need and convenience of the occupants. It also has to do with sanitation. Proper location of the house requires good drainage and site, and convenience to the public road, telephone, school and church. The planning of the house should be such as to have the rooms in proper sizes, so that plenty of sunlight and ventilation can be had. Decoration is the making of the rooms pleasant and attractive to live in, and the care of the house is the keeping of these rooms and their furnishings clean and in good order. These fundamental principles are taught to the Indian girl in domestic science.

Ruskin says in part: "Cooking means the knowledge in all herbs, and fruits, and balms, and spices; and all that is healing and sweet in fields and groves, and savory in meats; it means carefulness, and inventiveness, and watchfulness, and willingness and readiness of appliance; it means the economy of your great grand-mothers, and the science of modern chemists; it means much tasting and no wasting; it means English thoroughness, and French art, and Arabian hospitality, and it means in fine, that you are to be perfectly and always, ladies, Loaf Givers."

# THE CHILOCCO INSTITUTE OF INDIAN INSTRUCTORS



THE first of the summer schools, or institutes, planned to be held at six different parts of the country the past vacation season, was held at the Chilocco school and was a very successful affair in every way. Some two hundred

workers from all ranks of the Indian Service attended, most every one staying the whole period covered by the institute, July 6-18. A distinct feature noted by the instructors was the interest and seriousness shown by those present in all of the work—nobody seemed willing to skip any classes—all seemed to be here for the one big purpose: to get all the good there was out of the demonstrations, lectures and instruction given.

On Monday evening there was given a short musical program in the auditorium at which Supt. Allen welcomed the members of the institute in a manner that left no doubt of the sincerity of Chilocco in its endeavors to see that all attending the institute were to be made comfortable and happy while her guests. Mr. Peairs and Mr. Brown made responses, after which all visitors were invited to the gymnasium where a very pleasant sociable evening was spent in everybody getting acquainted. Refreshments and dancing to music by our school orchestra added to the pleasures of the evening.

The first day was given over to organization by Supervisors Peairs and Brown, and real work began Tuesday in the following subjects: Home Economics, Home Industries, Dairying, Horticulture, Drawing and Woodwork, Concrete Work, Model Primary Methods, English, Arithmetic, Pen-

manship, Hygiene and Sanitation, Group Athletic Games, Gardening and Agriculture.

The instructors detailed for work at this institute, together with their subjects, were as follows:

Domestic Art, Miss Daisy Hylton, Chilocco; Domestic Science, Miss Zoe Taber, Mekusukey Academy, Oklahoma and Miss Alma McRae, Chilocco; Dairying, Prof. R. A. Potts, Oklahoma Agricultural College; Primary Methods, Mrs. Hattie G. Garber, Euche Boarding School, Sapulpa, Okla.; English and Arithmetic, C. E. Birch principal Haskell Institute, Lawrence Kans; Hygiene and Sanitation, Dr. Ferdinand Shoemaker, medical supervisor of Indian Schools, Washington, D. C.; Home Economics and Personal Hygiene, Mrs. Elsie E. Newton, Washington, D. C.; Horticulture and Gardening, William A. Frederick, Chilocco school; Concrete Construction, Bertes S. Rader, Chilocco school; Mechanical Drawing and Woodwork, Jos. B. Iliff, Chilocco; Group Games and Athletics, W. W. Coon, Washington, D. C.; Care of the Teeth and Mouth Hygiene, Dr. William E. Dettweiler, Kansas City; Conferences, led by John B. Brown, supervisor of schools for the five civilized tribes, Oklahoma, assisted by Supervisor Peairs and Asst. Supervisor Coon.

The conferences, a conspicuous part of the summer school, were held in the afternoon, and the following lectures were presented in the evening:

Tuberculosis and Trachoma—Dr. Ferdinand Shoemaker, medical supervisor of Indian schools; The Liquor Problems—H. A. Larson, chief special officer in charge of the suppression of liquor traffic among Indians; English Composition—Stratton D. Brooks, president of Oklahoma State University; Agriculture—Prof. A. Dickens of Kansas Agricultural College; Dairy-

ing—Prof. Roy A. Potts, Oklahoma Agricultural College; A Constructive Philosophy of Education—Prof. Wm. A. McKeever, Kansas University; New Ideas in Child Training—Prof. McKeever; Home Conditions of the American Indian; How May We Improve Them?—Mrs. Elsie E. Newton, Washington, D. C.; Oral Hygiene—Dr. Wm. Dettweiler, Kansas City. Some of the lectures were accompanied by moving-picture films and stereopticon views, thus enhancing the interest and instruction.

Space forbids a detailed description of the lectures, but it is well to say that all were instructive as well as interesting. Dr. Brooks' lecture was especially appreciated, and we were fortunate to have him on our program. He is a brainy, pleasing talker, and "One Thing at a Time" was the keynote of his address on the subject "English Composition."

#### *Lectures of a High Order.*

Trite or commonplace as we may regard this old saying, it was not commonplace as handled by Doctor Brooks. He particularly condemned methods of teaching this subject which have been in vogue from time immemorial in some schools.

"All work in composition should come from the need to say something, the wish to say something—a something in you that wants to come out. My language is solely for the purpose of telling what is in me so that you will understand it," declared Doctor Brooks. "If a boy knows nothing but the old tin can on the ash heap, let him tell about that, and about the good time he had fishing with the worms he put in it. And let him express it to someone, some one that he thinks would like to hear it. There is and can be no inspiration in writing compositions to go into a waste basket. Be sympathetic and find the good in the boy's composition, or the girl's, and do not spend the time until midnight in putting red ink marks over it. A better plan would be to get a clothes wringer and cut a number of slashes in the rollers, fill these with red ink and run the compositions

through. It would take less time and do just as much good."

Another point emphasized by Doctor Brooks was that a teacher should never find fault with a pupil's language in such a way as to humiliate him before the class. If extracts are to be read before the class, we should do it in such a way that no one knows whose work is being criticised.

"Don't mark a composition on its intellectual or literary merit, but upon the effort and mental growth exhibited by the pupil, and finally, don't think I am advising this radical departure from the old method of teaching composition so you will have less work to do—you will work harder, but your work will be constructive and build up the language powers of the pupils, give them free expression and make English composition a great delight instead of a drudgery," was one of the parting bits of advice to the teachers.

No higher tribute could be extended to Doctor Brooks for his wonderfully enthusiastic and inspiring address than to say that although the auditorium was uncomfortably warm and the conferences and lectures had been in progress for several hours, the interest was intense until the last word was spoken, and many of the teachers crowded the platform to express their appreciation in person.

Mr. Larson, in his address, gave convincing figures as to the terrible effects of liquor and wound up his interesting talk with a strong appeal to the Indian school people to realize their responsibilities in the matter, urging them to the limit of their resources to the end that Indian youth may build the strong characters necessary to resist the many temptations they are sure to encounter after leaving school. He said this character-building work was one of the important fundamentals in the process of making Indian children future good and useful citizens. Mr. Larson had a pleasing manner and a good delivery and his lecture was one of the best in the course.

Prof. Dickens' lecture was on a timely topic and he gave to us many

valuable pointers on teaching agriculture. His address was of practical methods and things, and was helpful and suggestive of better methods. The keynote of his talk was "Start on what you have at hand—what the pupils are most interested in—the simplest and most practical propositions, those which will interest your students most quickly and stimulate healthful desire for more knowledge, leading to a better education."

The series of lectures and demonstrations by Prof. Potts were a prominent successful feature of the institute. Interesting and instructive to the maximum degree because accompanied by practical demonstrations in our dairy and creamery, these lectures proved well worth the trip here if the teachers got nothing else in addition. Prof. Potts is a hustler, wide-awake, progressive, and not afraid of real work, which added to the enthusiasm and made his part a success. His subjects were: "Types, Breeds and Uses of Dairy Cattle," (with demonstration); "Dairying, a Safe and Sure System of Profitable Farming," "Feeds For and Feeding of the Dairy Cow;" "Production of Dairy Products," (with demonstration). Moving pictures accompanied the evening lecture.

"Oklahoma can get a lesson from Minnesota," declared Professor Potts. "Twenty years ago the farms of that state, cropped for many years to grain, were run down and worthless. The farmers were in poverty, their acres were mortgaged, their community life was nil, their schools were nothing. Something had to be done or else the farms would have to be given up. The farmers took to dairying. They pinned their faith to the Jersey cow. Today the land that sold twenty years ago for \$25 an acre is selling for \$150 an acre. The farmers own their land, they have money in the bank, their children go to centralized schools, they ride in autos. Dairying did it all. Those farmers are going out of dairying today because they have enough money to keep them the rest of their lives."

There is a difference between a

dairyman and a man who keeps cows, according to Professor Potts, who said, "A dairyman is one who owns good stock, who takes care of it, and who runs his business on a profit system. There are not enough men in the dairy business. The increase in the number of cows is not keeping pace with the increase in population. The most prosperous states in the union, the most prosperous countries in the world, are those in the dairy business."

Prof. McKeever gave us three very valuable and splendid lectures. He told us that our gathering was an inspiration, and he must have told us the truth for a Lawrence man who had heard him before a number of times said that the lectures on "New Ideas for Child Training" and "The New Moral Code" were the finest things he had ever heard from Prof. McKeever, who is a national authority in his line, and speaks from years of association with the actual work.

The other lectures were messages given for greater inspiration and to enthuse us for bigger and better results, and much wholesome good was gotten from them all, for no two touched upon the same subject.

#### *Some of the Instruction.*

The classes of all the institute were necessarily large, somewhat interfering with the very best results in a few, but the interest was great, the attendance fine and steady, and the results, so far as the instructors were able to report, far beyond any anticipations or expectations.

The classes in penmanship, english and arithmetic were very enthusiastic and numbered each day from 65 to 73 in each division. The work in arithmetic covered the essentials from the fourth to eighth grade with lectures and discussion. In penmanship certain work was apportioned covering a period of ten days, from the first lesson on position to a general review and question box. In english the essentials from fourth to ninth grades were given. The room in which these lessons were given was so full that people had to use windows for seats.

The D. S. classes were also very large, 67 teachers enrolling. The instructions given were made up of ten special lessons on general cooking and serving, with demonstrations. Plans for day and boarding-school cooking were given, besides instruction suitable for use by matrons in their work in the field.

The Horticultural class numbered 50 and was one of the most enthusiastic classes of the institute. The instruction included every feature of horticultural work from a discussion of the different methods of propagation of trees, etc., to the picking and caring for the fruit. Fungus diseases and injurious insects were not overlooked, and a practical demonstration was made after each lesson. The Chilocco orchards, vineyards, nursery and experimental plots were visited every day and made to play a very important part in this instruction.

Seventy-eight teachers enrolled in the New Primary Methods class and the attendance equalled the enrollment. Much interest was shown in this work. A class of local children for demonstration work was gotten together and they were used for every lesson. Fifteen minutes were used for lectures and five for questions and answers. The class of teachers taking this instruction were primary teachers, teachers of the grades, superintendents of schools and principals. All found the work helpful, and evidently the object for which this instruction was given—that of making the work stronger in Indian schools—was attained in large measure, for a supervisor said that the enthusiasm shown in these classes was good for the visitors if they got nothing else out of it.

The instruction in gardening was thorough and complete, taking in every phase of garden work from hot-bed and frame construction, garden plans, soil conditions, laying out, etc., to guarding against insect and disease enemies and the harvesting and storing of vegetables. Demonstrations and visits to garden plots were made at each lesson.

Dairying instruction was made to

cover all that could be covered in the limited time apportioned to this study, and the school dairy and creamery were used to advantage in giving practical demonstrations in choosing a dairy, feeding, milking, making butter, ice cream, etc.

Great interest was manifest in the Domestic Art—or sewing—classes, some seventy-odd teachers were enrolled in this class and the work consisted of instruction in all branches of the practical work, including systems and the handling of small and large details. All work was accompanied by demonstrations and lectures. The period for questions was an important part of this work. The large and well-equipped D. A. department here made a splendid place for this large class to meet in and many favorable comments were heard about it and its product.

The work in drawing and wood-working consisted of lessons under four headings as follows: Tools for Woodwork, Work Bench, Furniture, Jobs About the Farm. The lessons were given and the actual work executed in our departments of mechanical drawing and carpentry. Splendid interest was shown and much good work was done by the members enrolled in these classes.

The instruction in concrete work was given mostly by practical demonstration and visitation to other work already finished about the school, where the construction of each piece of work under discussion was explained in detail by the instructor and all questions concerning the work answered in full and thorough detail.

The hygiene and sanitation instruction was given to the full institute membership each afternoon in the auditorium, just before the conferences began, and all matters of vital importance in the education of the Indian were taken up by the instructor and gone over with the idea of helping the teachers of the service to be better equipped for imparting the information that is absolutely necessary for the growing Indian to have before he will take the precautions needed for the prevention and spread of such dis-

eases as tuberculosis and trachoma, which at the present time are so seriously decimating the ranks of the Indian. This instruction was accompanied by demonstrations and views.

Group athletics and games constituted a course of instruction new to many attending. It was a popular course and had a very large class, practically all those present taking part. The competitive spirit engendered by the games indulged in as part of the instruction was a healthy thing for the institute, and the playing of the games furnished splendid exercise for all. The important part of these proposed games for Indian students is that each boy, or girl, does his part and that the scoring method eliminates the possibility of any one person starring. All members of any team thus get equal recognition. The competitive spirit is worked up to a marked degree, for the games, as proposed, take in every member of the student body. Another feature in favor of these games is that a lady may manage a team as well as a man owing to the methods governing.

The games are also supposed to be important factors in character building and moral training. The instruction covered the principles of playing and scoring the following games: Volley ball, basket ball relay, arch ball, ball passing relay for men, north and south, tug-of-war, pull-up, square pull, potato race, walk and run relay, etc. Simple and inexpensive paraphernalia is needed in inaugurating the games, which are said to be very popular in the schools of Manilla, P. I.

#### *Commissioner's Telegram.*

On the evening of July 16th, just before Mrs. Newton's lecture, Supt. Allen read the following telegram from the commissioner, received that day by Mr. Peairs:

Washington, D. C., July 14.

H. B. Peairs, Supervisor:

My information is that the Chilocco institute is a great success and I wish to congratulate you, Supt. Allen, and all others participating in conducting same, or in attendance. This, and the other institutes arranged for, should be largely helpful to the Service, and if those yet to be held are as successful as

this one we will be amply justified in establishing this innovation. The Indian bill was only yesterday sent to conference, and the indications now are that I will be unable to take part in your Chilocco program as arranged. It is a great disappointment to me for I have looked forward to this occasion as one of mutual helpfulness and exceedingly regret the unforeseen intervention which makes it impossible for me to join you.

SELLS,  
Commissioner.

#### *An Appreciation.*

At the last conference held by the institute members a committee offered the following "resolution", which was unanimously passed:

Chilocco, Okla., July 17, 1914.

Supt. Edgar Allen,  
Chilocco, Okla.

Dear Mr. Allen:

Supervisor Peairs, on behalf of the Institute, has already thanked you and your co-workers for the gracious hospitality extended. We, an appointed committee, desire to further express his appreciation and ours for your many courtesies.

Our first impressions of a hearty welcome received from all Chilocco people with whom we came in contact have endured. The kindly attitude of yourself, your employees, and students, and your willingness and desire to do all possible to make our stay pleasant, have been greatly appreciated.

We have keenly enjoyed the time spent at your excellent school and wish to again thank you heartily.

Yours sincerely,  
M. E. ALLEN,  
HELEN W. BALL,  
J. W. GRAVES,  
Committee.

Most all the teachers attending the institute worked up to the last minute of the last session, but many left for their homes, or to spend their vacation period, as soon as the last session on the 17th was over. The greater number remained until the 18th, leaving on trains of that day. Thus does the Chilocco institute go down in the history of Indian educational work a splendid page—replete with profitable hard work in the interest of the Indian, pleasant associations, and a stimulated desire for greater results—a great success in every particular, inaugurating as it no doubt will greater efficiency, more interest in and greater respect for our work, as well as a closer correlation of all interests making for better Indian schools and therefore better Indians.

E. K. M.

# HELPING TO SOLVE THEIR OWN PROBLEMS

FROM THE *Boston Transcript*



WHAT do the American Indians themselves believe should be the policy of the Government toward them? If the eternal Indian question can be solved can the Indian give any advice that will aid in the solution? This is what Secretary of the Interior Franklin K.

Lane has been asking himself. In a sincere effort to find answers he has instituted a novel question-naire in which he has addressed the following questions to several hundred Indians, or three to each agency or reservation:

1. Do you think it would be a good thing for you to have your property and be independent of the Indian Bureau?
2. What reasons have you for thinking so?
3. What one thing should the Government do for the Indians it is not now doing?

The mailing list used by the secretary is not ideal, for undoubtedly the letters have gone to a class of men upon whom the white, or agency, influence may be strong. The views of the respondents may be colored by contact with civilization in such a manner as to rob the replies of the quality of pure Indian thought. It is conceivable that some of the answers might be written under dictation. Yet with all allowances the writers exhibit so wide a diversity of opinion that the authors must be accredited, as a class, with doing their own thinking.

Most of the writers agree that the Indians should be given their property and made independent of the Indian Bureau as fast as they show themselves competent and qualified for citizenship. But opinions differ greatly as to what proportions of the vari-

ous tribes are ready for immediate citizenship, or what the policy of the Government should be toward the remainder, which really is the gist of the Indian problem.

The younger and better educated Indians urge that the only possible solution of the Indian problem is to let each Indian solve it for himself. They deprecate the old tribal laws, customs and ways of living, the influence of the chiefs and the patronage of the Government, and are anxious to have all Indians adopt white civilization. Writers who express these views say that the Indians are irresponsible children, mainly because the Government has always cared for them; that the Government cannot treat them as wards forever, and that they will make little advance as long as full citizenship and individual responsibility are withheld.

Those who take the opposite view hold that Indians are Indians and must always remain so; that since the Government has taken their land it is under a moral obligation to support them forever. Secretary Lane says that this group represents a small reactionary minority, made up almost wholly of chiefs, headmen and full-bloods of the less progressive tribes who, while still holding this view resent Government interference with their native customs. Some, in fact, express the view that the Indians are a sovereign race whose customs should not be changed, and with whom the United States should continue to deal by treaty. One old chief shows that he feels insulted that the secretary should ask for the opinions of young men

and half-bloods who were not headmen or chiefs.

A third class express the hope of eventual civilization and full citizenship, but suggest that immediate citizenship would generally be bad for the Indians. They point out that many individuals could safely be entrusted with citizenship at once, but that many more would be ruined should the Government withdraw its patronage. Writers who take this view of the Indian problem usually emphasize the Indian's fear of taxation. They tell instances of Indians who have sold their lands for little or nothing to escape taxes and urge that because of this fear lands given to the Indians should be exempted from taxation for a given period.

A striking feature of the replies is the volume of the opinion that the Government should do more to teach the Indians practical and scientific methods of farming and stock-raising. One Indian from Minnesota pleads that the Indian Bureau should do for the Indians of that State what the State Government is doing for the white farmers, in instruction and demonstration. Heterogeneous as the replies are, half of them contain pleas for better teaching, and that the Indians be enabled to buy tools and implements and livestock.

Representatives of the Yumas write that their tribe is not sufficiently advanced in civilization to be independent and ask that they be allowed to form a tribal government and have some voice in the management of their own affairs, as part of a preparation for citizenship. A Kickapoo

writes: "You can't make the Indian independent by doing his business for him. While not all Indians will be successes if left to their own resources, neither are all white men successes." Says a Crow Indian: "Until our people are made to love their homes and lands and develop them, we shall not advance in civilization." Another Crow writes:

Teach the Indians trades and educate them. The Government farmers, field matrons, blacksmiths, etc., now on the reservations, are not doing the Indians much good. I know of one Government farmer on a reservation who didn't know how to plow until an Indian showed him how. Encourage the Indian in stock growing, establish artesian wells, enact laws restricting the sale of stock, prevent grafting by whites and mixed bloods, and punish the Indians who sell their stock until they realize the meaning of stock raising.

Many more replies might be cited to show that if the thinking men of the Indian race have one impulse in common for their people it is toward the soil and the range. No skyscraping ambition for citizenship as the white man enjoys it, no craving for power, no distinct note of humiliation over the situation of the Indian is dominant in the correspondence, as the Transcript correspondent reads it through. There is, however, the distinct suggestion that the Indian is willing to take care of himself on his own land if he can be permitted to do it in his own way, with enough instruction to enable him to succeed as a farmer or a stock-raiser. Several writers make clear, also, that until the responsibility of supporting himself on his own land is placed squarely upon the Indian he will be content to let the Government take care of him.

*Who are we, any of us, that we should  
be hard on others?*

## SOME CHEROKEE HISTORY.

From the *Tulsa World*.

IT IS an established fact that the Cherokee tribe of North American Indians were for the last one and a half centuries of their existence as a tribe, the most civilized, advanced and progressive of all tribes of red men. They possessed higher ideals, were superior along all educational lines, and at all times more capable of looking after their affairs as a tribe. This was due to a great extent, it is thought, to the blood of the white race which coursed through the veins of the Cherokees as a result of intermarriages between the members of this tribe and the early white settlers among them.

A far greater number of whites cast their lot with the Cherokee tribe—became as it were one among them—than with any other of the numerous tribes of red men, took up the customs and habits of the Indian, intermarried, and infused within the tribe new blood—the blood of the progressive, educated and enlightened white race.

When the first white men, who had turned their backs upon their homeland and bravely undertaken that long, weary voyage across an unknown ocean in search of new lands, set foot upon American soil, the Indians, who later became known as the Cherokees, were at once discovered to be the most peaceful of the different tribes, extending a hand of welcome to the paleface brothers, and it was only natural that the whites should associate to a greater extent with them than with the other seemingly more savage tribes.

Long before the great battle for American independence the history of this great tribe tells us of many white men intermarrying into this body of red men. It is thought by many that these were of the lower class of whites, or ragmuffins, but such is erroneous. A greater majority of them were of the highest educational and social ranks of the day and time—in fact, real gentlemen.

Among the earliest of which history tells us to become connected in this manner with the Cherokee tribe were John McDonald, grandfather of that great chief, John Ross; John Rogers, father of the chief of old settlers, John Rogers, Jr.; Ezekial Harlin, influential merchant, whose descendant, James Harlin, of Iowa, was at one time secretary of the interior of the United States; George Hicks, a resident of Virginia, whose two sons, Charles R. and William, later became

leaders of the tribe, or chiefs, in 1826 and 1827, Charles R. at one time being secretary and interpreter for the tribe.

Richard Fields, who became associated with the tribe prior to the year 1750, was the father of one son, who became one of the most noted members.

Wm. Sanders, the progenitor of the name among this tribe, after marrying a Cherokee maiden, was the father of five sons, Alexander, John, George, Andrew and David, all prominent members.

Guess, or Guist, father of George Guess, or Sequoyah, the inventor of the Cherokee alphabet, was a native of Germany.

Wm. Emery, an Englishman, was the grandfather of that great chief, John Rogers, and of Judge Martyn. The wife of Emery was the daughter of a Scotchman, who had married a Cherokee girl. Emery later left the Cherokees and went among the Muskogees, again marrying and raising an other family, the great warrior, Weatherford, being his grandson,

John Lowery, the father of Chief George Lowery, lived at Tahskeegee, near the Tennessee river, was a merchant, wealthy and possessed many African slaves.

McLemore, of McLemore's Cave, in the state of Georgia, was a Scotchman, and a man of influence in the tribe. The chiefs generally went to him for advice as to their dealings with the whites. He was one of the signers of the treaty of Holston in 1791.

Under the teachings and examples of these worthy white men and of those who came among them later, the Cherokees began to learn the arts of civilized life and to take an interest in education and schools.

At the close of the Revolutionary war, or about 1782, a great number of Scotch, German, Irish and other white men went among the Cherokees for protection from those who had fought for and gained freedom in the States. They had been loyal to Great Britain during the long struggle for freedom, and were classed by the victors as tories, and feared the vengeance of the latter. The chiefs of the tribe promised these men protection on condition that they would settle down among the red people, select a wife from among the red-skinned maidens, and teach the Indian further in the arts of the paleface. The majority of these men possessed considerable "book-learning," having been well reared, had no "vicious" habits, were enterprising, and became quite wealthy.

They were the fathers of the prominent heads of the tribe in 1820 and 1830. They introduced the plow and the loom among the red men, and either sent their children abroad to school or hired teachers at home.

To these old-time white men must be given the credit of laying the foundation for future Cherokee prosperity in education, morals, religion, etc., for when the ministers of the gospel first appeared among them they found the "field ready for harvest." These white men taught the red men how to build the comfortable houses, how to enlarge and manage their farms, open roads, establish ferries, open houses for entertainment along the roads, sell produce and make money.

However, there was one feature of which these early whites taught the Indian very little, if any—teachings of the Bible. When Kingsbury Jones and other old ministers first went among the Cherokees they found all kinds of enterprises in operation, but no churches, and therefore began at once to educate the red men along the spiritual lines, the result being that in 1799 a school for religious education—the first of its kind—was established by Rev. Gideon Blackburn, on the Hiawasee river in the Cherokee nation in Georgia. One of the most ardent worshippers in this house was the noted Capt. John Rogers of Grand Saline. The second school established was by the Moravians at Spring Place in the early years of the nineteenth century. The first church was organized in the nation by this body in 1810, the missionaries being Rev. John Gamble and Golieb Byham and wives. The first Cherokee to join any church was Chief John Hicks, who became a Moravian in 1810, as also did his brother, William Hicks.

#### Passing of the Cherokees.

Last Tuesday midnight the Cherokee Indian nation dissolved and passed into history. This act was accomplished according to treaties made with the United State government, similar in substance to agreements which have been formed with other Indian tribes. In the case of the Cherokees, however, there is something especially significant and pathetic; for this nation has proved itself, throughout all its history the most intelligent and progressive of the aboriginal tribes.

The visitor to Washington is not infrequently surprised to find on the floor of the senate chamber a man of half Indian descent, Sen-

ator Robert L. Owen of Oklahoma. He is but one of a group of distinguished men of Indian ancestry, who are prominent in the affairs of the state. Not only in statecraft, but in financial and social affairs, the Cherokees have shown themselves remarkably wise and able. They have produced more teachers than all the other tribes combined. They alone among the Indian nations can boast a complete alphabet the invention of Sequoyah, whom Oklahoma is soon to honor with a marble statue at Washington.

On the final day of the nation's existence, its financial assets amounted to \$600,000. This will soon be distributed to the 41,000 living members, making about \$15 apiece. A total of 4,420,070 acres of land is held individually now, by the citizens of the nation. Although the last of the Five Civilized Tribes to enter into a dissolution treaty with the United States, the Cherokees have been the first to complete all necessary details of the transaction. In trying, at least of recent years to meet civilization half way, they deserve high commendation for an attitude that has called for not only courage but clear thought.—Philadelphia Press.

#### The Fitness of Graduates.

College graduates are no longer considered adaptable to the demands on highly specialized industries. High school graduates are preferable. Such is the testimony of a former corporation manager and director who appeared before the federal commission on industrial relations the other day.

"When a boy makes up his mind on the trade he wants to enter," he declared, "he can learn more in that trade amid commercial surroundings than he can at school." One large corporation, he said, no longer hired college graduates, but picked those it wished to train for responsible positions from among boys who had merely taken high school courses.

Advocates of vocational training will accept this testimony as further support for their own position. It does point that way. The condition is one that the best colleges cannot afford to ignore entirely. It would be unfortunate were the colleges to acknowledge they could no longer compete with the high schools in the industrial field. It is highly desirable that the higher institution shall turn out something in addition to lawyers, physicians and preachers.—From the Cleveland Plain Dealer.

## THE VALUE OF AN AGRICULTURAL EDUCATION.

BY JOHN MCKEE,  
Graduate of the Chillicothe School.

THE value of an Agricultural Education to the boy or girl, when making preparation for life on the farm, is of prime importance.

If it is our desire, and it should be, to raise ourselves to a higher plane of life, we *must* make a firm foundation upon which we are to build—and that foundation is an education.

Way back, in the time of the Romans, when man had to compete with his fellow men, it was necessary that he should be strong physically rather than mentally, that he might become superior in competition.

It is also essential today that man be strong physically, but he cannot make the best of success on mere physical ability; he must be strong mentally, for while the same keen competition goes on today it is one of knowledge rather than of strength. In ancient times the people knew nothing of the value of an agricultural education. They had no knowledge by which they could solve the problems of the farm as our modern chemists, botanists, animal husbandry men, or farm managers, can today. They knew but little of the science of agriculture and therefore put into practice but few of the methods of planting, cultivating and harvesting of today.

Even fifty years ago the people knew nothing of the mower, the self-binder, corn harvester, thresher or gasoline engine now in use.

Again, forty or fifty years ago there were not so many species of insects to prey upon the crops of the farm; nor was the soil then depleted of its fertility. Or if insects, plant diseases or low fertility rendered farming unprofitable, they simply moved West to virgin soils. But those days are past and today an Agricultural Education is necessary to meet such conditions.

There is today a marked difference between educated men and those of little or no education.

Dr. Warren in his research work in New York showed the difference in labor income of 573 farmers in one county as follows: Three hundred ninety-eight farmers who attended District School had an average labor income of \$318.00; one hundred sixty-five who attended High School had an average labor income of \$622.00; ten who attended above High School had an average labor income of \$847.00.

The time spent in High School is estimated to be worth about seven dollars per day to the boy desiring to become a farmer. And if this education is an agricultural education the return

will be much more. Another good illustration of this is that of a certain farmer in Missouri, who several years ago turned his farm over to the Missouri Agricultural College for reorganization and direction. College men were sent to solve the problems of the farm, which was accomplished. Under the direction of the college men the farm yielded 11% upon the investment where it yielded only 6% before; or nearly twice as much. From these illustrations you can see how materially one may increase his profits upon the farm by securing an Agricultural Education.

What is an agricultural training? Does one receiving it lay in a store of facts and knowledge to serve him all the rest of his life? No! The human mind is ordinarily incapable of retaining great masses of detailed information. The contents of the agricultural text books can not possibly all be transferred to the brain studying them. Many things, of course, stick; but let no one imagine that the boy is coming home from a four-year agricultural course with all the information stored away that he will ever need to guide him through life. The capacity of the human mind to memorize is limited. But he is taught to observe accurately, to think correctly, to experiment and read nature, and he has learned where and how to get information desired. If he wishes to know how much phosphorus there is in a ton of alfalfa, nine cases out of every ten he must go to the books to look it up. But then, he has learned the habit of doing that, and the uneducated man has not.

It is said that the farmer feeds over one half of the population of this nation with direct products of the farm, while the rest are fed by the secondary process of manufacturing. And the increased high cost of living has turned the attention of the people to the conditions of the farmers as never before. And the opinion of our best public men is that a thorough practical Agricultural Education is absolutely necessary. We have evidence of this in the fact that nearly every state is establishing agricultural high schools and compelling the teaching of agriculture in her rural schools.

Daniel Webster said: "Let us never forget that cultivation of the earth is the most important labor of man. Unstable is the future of the country which has lost its taste for agriculture. If there is one lesson in history that is unmistakable it is that national strength lies very near the soil."

Today there are thousands who are receiving an Agricultural Education, where but few took it years ago. And happily, the science of agriculture is recognized by the best of men as a profession the peer of any.

## FOR BETTER INDIAN CONDITIONS.

From *The Indians' Friend*.

AMONG contemporary writers on Indian matters we feel confident that the Hon. Cato Sells, Commissioner of Indian Affairs, is rapidly forging to the front in the opinion of all true friends of our native tribes. We regard his terse and vigorous pronouncements on the liquor traffic, for instance, as masterpieces of their kind, and we doubt not that the physical force behind them will secure at least respect in some quarters in which admiration will not be conspicuous. The words in which he set forth to the members of the rank and file of the Indian Service their personal responsibility for the welfare of those with whom they had to do, were as clear and straight as they could be, and his attitude toward those who would take advantage of the ignorance or weakness of the Indians has been set forth in such plain language that it is easy to understand that many of them should feel that he would be of more use to the Government in a more highly paid position—in some other field of labor. The particular composition, however, that led into this line of thought is a circular to superintendents with regard to the Indian fairs. This document begins by saying that reports about these gatherings indicate that some of them "are reviving or perpetuating old Indian customs, and tending to lead the Indian into improper habits." We are then told that when the paramount features of fairs are to exhibit industrial achievements and participate in social and educational gatherings of elevating character, "they can be a potent factor for the good of the Indians. But if, to the Indian, the paramount features are to dance and wager on horse races, the quicker the fairs are terminated, the better." This sentence is followed by another, which will tend to make the officials to whom it is addressed doers of the word as well as hearers. It is this: "Hereafter Superintendents should prohibit old-time dances during fair time. This should include exhibition dances for entertainment purposes." All who are laboring for the spiritual and material uplift of the Indians will be grateful to the Commissioner for this injunction, for in not a few places these dances and the associations connected with them constitute serious obstacles to effort for the welfare of the red man. The National Indian Association is glad to have Commissioner Sells state over his signature that "these old customs

retard the onward march of civilization," for it has been saying so itself for thirty years. It is also pleased to learn that under the present administration "the Government looks with disfavor on all appeals that mean perpetuating them." While it is not expected that people with so-called "sporting proclivities" will appreciate the Commissioner's views on horse racing, we regard them as sound—for Indians, at any rate. He evidently does not regard "the sport of kings" as rendering much service to the country in improving the breed of horses, for he says: "The purpose should be to permit nothing that will encourage the Indians to purchase or keep horses for racing purposes." It is very gratifying to see that the mischief done to the Indians by "dances," horse-racing and gambling are so clearly perceived by the Commissioner and equally pleasing to see that he uses his pen as a weapon with which to fight them. It is quite probable that at least a few of our readers will feel inclined to wish that the authority of the Commissioner extended over all the agricultural fairs in the country instead of being confined within the boundaries of the reservations.

## Sale of Choctaw Lands.

Another large sale of Indian land will begin at McAlester November 3 and close at Hugo November 9, when the government offers for sale at public auction all of the 960,000 acres of Choctaw timber land. Regulations for the sale have been approved by the commissioner of Indian affairs; the advertisements of rules of sale will be published in several newspapers beginning about July 15. There remains about 25,000 acres of unallotted land, other than timber land, in the Choctaw nation on which recommendations have been made to sell at the same time, though orders have not been issued for the sale.

When the timber land was offered last year 24 per cent was sold. It is expected that nearly all of the remaining land will be sold at the coming sale because the appraisal has been reduced nearly 50 per cent and the acreage has been cut up into tracts of 160 acres each. Last year the smallest division offered was 640 acres. The land sold at the last sale brought an average of \$4.78 per acre.

The land that is to be sold lies in Latimer, Pushmataha, LeFlore and McCurtain counties. The sales will be held at McAlester November 3, Wilburton November 4, Poteau November 6 and Hugo November 9.

## PROGRESS IN WISCONSIN.

THAT the Indian is beginning to take seriously the advice of Commissioner Sells and realize in earnest some of his opportunities and the advantages he has under the guidance of capable men at work for his good in the United States Indian service, is a fact attested to by the following interesting note of progress, taken from a recent issue of the Ashland, Wisconsin, News.

The fact that the Chippewa Indian is a born stock raiser was demonstrated last year at the first fair on the Bad River reservation, when Indian after Indian came to the fair with their fine farm horses and other stock. Instead of the worthless little Indian ponies, which are good only for scrub races, the Bad River Indians confined themselves entirely to farm horses, big sturdy animals, well groomed, sleek and in fine condition. Indian Agent Everest, of Ashland, has purchased at least ten teams of horses at prices running from \$550 to \$675, in addition to which was the cost of harnesses, wagons and other equipment.

Mr. Everest and Indian farmer L. J. Stienstra, of Odanah, made a trip to southern Wisconsin to look up dairy cows for the reservation. They were accompanied by Mike Couture, a prosperous thrifty Indian who has a fine farm near the village of Odanah including 80 acres of pasture land. They looked over a number of herds of cattle but decided not to buy the highest priced pedigreed stock, at least on the first venture. After looking over several herds Mr. Everest returned to Ashland and left the ultimate selection to the Indian farmer who wired Mr. Everest from Fort Atkinson, Wis., that he had bought twenty-three fine young cows and a pedigreed bull. Mr. Everest wired \$2,880 to Fort Atkinson to pay for the stock. This entire herd goes to Mr. Couture. He will keep a dozen of the cows and sell the rest to other Indians. They are all Holsteins. Mr. Couture and his wife for the past year or more have sold milk in Odanah and have shipped cream to Ironwood, Mich., and are well qualified for the dairy business. The drought in the southwest last fall, and the ever fresh and luxuriant grass and clover in the Lake Superior region, call attention to

the fact that in this country where droughts are never known there is cattle food enough to feed thousands of cattle, and a movement was started on foot for the Indians to ship in cattle from the southwest, fatten them on the reservation in the summer and sell them on the Chicago market next fall. Six or eight Indians are now fencing off tracts of grass land from 80 acres up, and they will leave for St. Paul shortly with Mr. Everest to purchase cattle for fattening purposes.

Indian Farmer Stienstra, by the way, is a graduate of the state university of Wisconsin in the dairying and agricultural courses and is authorized by the state to make tubercular tests; in fact he tested the herd purchased today. These qualifications make Stienstra a valuable man for the Indians. He is an expert on cattle, and the expected success in cattle raising on the reservation will likely be largely due to him.

Mr. Everest will not O. K. the purchase of cattle in any number, excepting where the Indian has shown especial aptitude and capability, but where this is the case, the move will receive his enthusiastic and hearty support.

## How School Athletics Help.

School athletics should help the boy and girl get the whole body in tune. If your mind and arms and legs and every muscle can learn to respond in the proper direction with the proper force at the proper time, you have gained a great point for life. If you can command yourself to act with all your power in perfect order with one or more other persons in the team, you have gained an exceedingly great point for your life. If in your individual work or team work you can always act in an honorable straightforward way, doing nothing to cheat or defraud your opponent, always holding to the rules fairly, you have learned a valuable lesson for your life. The Bible says, "Bodily exercise is profitable for a little; but godliness is profitable for all things, having promise of the life that now is, and of that which is to come." If your bodily exercise, therefore, hinders godliness, it is a curse to you and of no value worth while. If your athletics will help you learn the above lessons, and if you will try to act so as not to shame God, you will get most good. Do not defraud man or God with your school athletics! Do not slight lessons or other work, or honor, or proper observance of the Lord's day for athletics! If you do, the little gained by athletics will be your curse.—Home and School.

### THE CHEROKEE NATION DISSOLVED.

THE Cherokee nation as a tribal entity went out of existence at midnight June thirtieth. The Cherokees today are just citizens of the United States the same as a white man. The Cherokees were not only the largest of the Five Civilized Tribes but the largest Indian tribe in the United States, numbering 41,798. The Cherokees go out of existence as a tribe with the proud record of having more school teachers than any other tribe of Indians and of having produced the only Indian who ever invented a strictly Indian alphabet. That was George Guess, or as the Cherokees call him, Sequoyah.

All of the Cherokees have been given their allotments. All of their remaining communal property has been converted into cash, something more than \$600,000. This will be distributed to them in a per capita payment of \$15 as soon as the rolls and the checks can be made out, possibly in ninety days. The Cherokees were the last of the Five Civilized Tribes to sign a treaty to individualize their property. They are the first to finally close their tribal affairs and dissolve their government, which they had maintained for more than a century.

The Cherokees existed as a tribe in North Carolina and Georgia from the history of this country. Following the Revolutionary war many white men who fought in one or the other of the armies did not want to return to their old homes because of the enemies made. There were others who were adventurous, and these drifted to the southward and lived among the Cherokees. Many of them married Cherokee women.

In 1830 when Andrew Jackson was President the Cherokees were ordered to move west of the Mississippi river to a vaguely described region known as Indian Territory. At that time this meant an area extending from the Kansas line south to the Red river and along the northern border extending to the foothills of the Rocky Mountains. From the Cherokee domain was cut a large part of Oklahoma Territory, the Osage nation and the Choctaw and Chickasaw nations.

The order to move from their Eastern home was resisted by a large number of Cherokees. Among those who came West in 1830 were the parents of Senator Robert L. Owen. It was in 1836 that the migration began. That was a journey of horror, starvation, pestilence and death. One-fourth of those who started fell by the wayside.

At Tahlequah the Cherokees set up their capital and there it has ever since remained. Here they maintained their tribal government with the separate branches, legislative, judicial and executive. They also founded two schools, one for girls and one for boys.

An act of Congress in 1906 discontinued all of the tribal government except the executive department. W. C. Rogers of Skiatook was elected chief of the Cherokees. His tenure of office was extended by order of the President until the nation was permanently dissolved. When the enrollment for allotment was begun in 1902 there were 4,420,070 acres of land which they were entitled to allot.

The following telegram was sent by Secretary Franklin B. Lane and Commissioner Cato Sells, to Principal Chief W. C. Rogers and National Attorney W. W. Hastings announcing the winding up of the affairs of the Cherokee nation and expressing their high estimate of the Cherokee people.

"All officers of the Cherokee nation have been invited to tender their resignations by July 1, 1914, to be accepted at the earliest date practicable. Thereupon the disposition of affairs of the Cherokee nation will be substantially completed and tribal government discontinued so far as possible under existing laws. We congratulate the Cherokee people through you on their splendid history and their evolution from a primitive race to their present state of social, industrial and political development. Among the Cherokee tribe are individuals who have taken high rank in commercial and professional walks of life and history will record some of them among its most influential statesmen. We believe that strong native characteristics of Cherokees as true original Americans will be a potential factor in making distinctive citizenship of Oklahoma."

#### The Passing of a Nation.

The Cherokee Indian Nation passes into history today. The close of the fiscal year—June 30—marks the date fixed by law whereby it ceases to be a political entity. All tribal relations are terminated and what was at one time in the nation's history the most powerful of Indian nation as well as the most numerous ceases to exist.

To many in this state, particularly the subjects of Cherokee authority, there is a note of regret in the incident. The old Indian institutions, both political and civil, establish-

ed back in antebellum days and nourished by a civilization which implanted a just pride in every member of the tribe, are no longer anything but a memory. The coming of the white man has rendered them obsolete.

It is erroneous to assume, however, that the Indian land problem, so far as it relates to the Cherokees, finds a solution in the passing of tribal authority. The Indian estate is still largely in the hands of the department at Washington, and under the law as it stands will require the passing of a number of years to see its final settlement.—Oklahoman.

#### Conference at Ft. Lapwai.

A Conference of the Physicians of the U. S. Indian Service of the Northwest was held at Ft. Lapwai (Idaho) Indian Sanatorium June 23-25, 1914.

The Conference was directly under the charge of Dr. Joseph A. Murphy, Medical Supervisor, U. S. Indian Service. The first day was devoted to tuberculosis with Dr. John N. Alley, Superintendent of the Sanatorium as chairman; the second day to trachoma, with Dr. W. H. Harrison, Ophthalmologist of the Indian Service as chairman, and the third day to Oral Hygiene and General Infectious Diseases, with Harry L. Hale, D. D. S., of the Indian Service, chairman.

The following papers were read: Dr. Joseph A. Murphy, "Tuberculosis Among the Indians". Dr. John N. Alley, "Suitable Cases for Sanatorium Treatment". Dr. J. W. Given, Orofino, Idaho, "Mental Aspect of Tuberculosis in the Insane". Dr. Thos. M. Henderson, "Treatment of Tubercular Mastoiditis". Dr. Edw. A. Pierce, "The Sources of Infection of Tuberculosis".

The papers were supplemented with clinical demonstrations and were freely discussed by all members of the Conference, and the different phases of tuberculosis work among the American Indians and others taken up.

On the second day the following papers were read: Dr. W. H. Harrison, "Trachoma, Diagnosis and Treatment". Dr. Orlyn S. Phillips, "Trachoma on the Blackfoot Reservation". Dr. Bolivar J. Lloyd, "Trachoma among the Indians of the Northwest".

On the third day the subjects of Oral Hygiene and General Infectious Diseases were taken up and the following papers read: Harry L. Hale, D. D. S., "Oral Hygiene". W. Frank Gilbert, D. D. S., "Oral Hygiene". Dr. Maximilian F. Clausius, "General Infectious Diseases Among the American Indi-

ans". Dr. Chas. J. Laffin, "Relation of the Indian to Public Health". Dr. Louis J. Perkins, "General Infectious Diseases".

After a general discussion of all the medical problems of the Indian Service the Conference adjourned to meet in Denver, Col., in 1915.

#### Indian Aristocracy.

"The women of Oklahoma boasting of ancestors who distinguished themselves in various historic enterprises, and who are members of exclusive societies, should look well to their status in this new commonwealth, for I predict their claim to precedence is to be disputed by an Oklahoma aristocracy based on Indian blood," prophesies a society matron intimately acquainted with social conditions in Oklahoma, according to a story from Muskogee. She was unwilling to fix a precise time when her prediction might come true, merely saying that it might be forty, fifty, or even a hundred years hence.

In Oklahoma there are 75,000 persons of Indian blood, and of this number 26,000 are of full or pure blood. In no other state has the resident Indian population risen to such social and political prominence and acquired such large fortunes.—K. C. Journal.

#### Indian School Publications.

The commencement numbers of the Indian school papers were examples of good printing and are proof positive of what some of our Indian schools are doing in the way of teaching Indian youth the fundamentals of one of America's foremost trades. The Peace Pipe, of the Pipestone school, came out in magazine form. The issues of the Native American, by the Phoenix school, the Bulletin, by Sherman Institute, Riverside, Cali., and the Indian Leader, by Haskell Institute, Lawrence, Kansas, were especially good specimens of the printer's art and we congratulate those departments on the excellent showing made by these productions. Where is the man now who said the Indian would never make a good craftsman?

THE dates and places of the summer institutes are as follows: Chilocco, July 6-18; Flandreau, S. Dak., July 20-August 1; Sherman Institute, Cali., July 20-August 1; Tomah, Wis., August 3-15; Chemawa, Oregon, August 3-15; Santa Fe, New Mex., August 17-29.

### A MAN WHO MADE GOOD.

From the Beaumont (Tex.) Enterprise.

WHEN President Wilson and Secretary Lane conferred about the selection of a commissioner of Indian affairs, they first agreed on the qualifications they wanted the commissioner to possess, before they considered any particular man. President Wilson said he wanted "a man of affairs, because he has millions to administer; a man of imagination, that he may have sympathy for the Indian; and, above all, a man with the fear of God in his heart." Secretary Lane specified that he should be a "big man" to whom the commissionership would be "not a job, but an opportunity." What they wanted was a good business man who was also a good lawyer; a man of heart, as well as a man of brains; a man capable of feeling a great responsibility and rising to it; a man afraid only of God and the dishonor of failing in a duty laid on him.

Then they went out to look for a man, and they picked out Cato Sells, of Cleburne, Texas, who is the guest of Beaumont today.

They picked a "man of affairs," for Cato Sells is a good lawyer, a successful banker and a farmer of experience. That they picked a man endowed with imagination and human sympathy has been shown by the manner in which Commissioner Sells has grasped the Indian situation and developed plans for the material and moral advancement of the nation's wards. That they had picked a man who was willing to accept an opportunity, but was not looking for a job, was shown when Mr. Sells accepted the place, for it was no promotion for Cato Sells, except when the specifications of the president and the secretary of the interior are considered.

Commissioner Sells began by taking effective measures to protect the Indians in their grazing rights and to improve the stock owned by Indians. Then he secured the establishment of an adequate "reimbursable fund" to be used in financing Indian farmers with no tribal money. Plundering of Indian irrigation rights was stopped; reclamation projects for the Indian were started; robbing of minor heirs was ended; Indian oil rights in Oklahoma were protected; effective measures were taken to guard the Indian from the Indian's greatest enemy, whisky; the industrial education of the Indian was improved and the Indian has been taught the value of better sanitation.

When Commissioner Sells was offered an easier place, carrying as much honor and \$2500 a year more salary, he refused it, which proved that Lane had found the man looking for an opportunity and not for a job.

Cato Sells has made good, and he has made good under circumstances calculated to try out the best man to the uttermost limit. He has shown that he is the "big man" the president and the secretary of the interior were seeking. He is one of the men of whom Texas is proud.

### The Indian Spoohee Pardoned.

After thirty-four years behind the bars under a life sentence for murder, "Spoohee" a Blackfoot Indian, has been unconditionally pardoned by the President. He will return to his daughter at Browning, Montana. A party of blackfeet, sight-seeing in Washington, months ago as told in the JOURNAL, happened upon "Spoohee," grown gray from long imprisonment. They established his tribal identity by an Indian song and one of the interpreters recognized in "Spoohee" the hero of an old legend, who disappeared a score of years ago into some white man's pail. Commissioner Sells took the case up personally and arranged the pardon and sent "Spoohee" back to his people. "Spoohee" was charged with the murder of a white man near the Canadian boundary in northern Montana. "Spoohee" and one other Indian, "Good Rider" asked the white man for food. The requests were denied and the white man denounced "Spoohee," finally assaulting him with an axe. The Indian claims to have fired in self defense and his story is credited by the department of justice.

### Some Sound Advice.

Warn all Indians about the mortgage. Beware of the man who loans you a few dollars and takes a mortgage upon all your horses and property. Two young men are now without teams or wagons, and so have a hard time to work the crop they had put in. So often the man who loans you money is not your friend. If he won't trust you except you give him two or three values as security, it is very possible that he ought not to be trusted with your mortgage. The mortgage is quite apt to mean that you have sold your property for a quarter or a third of what it is worth. Be careful.—Home and School.



Something of the Kickapoos.

Among the Oklahoma Indian tribes the Kickapoos hold a unique place in Oklahoma history, says the Daily Oklahoman.

As a tribe their history prior to the eighteenth century is shrouded in obscurity. They joined, in 1712, the Sacs and Foxes in the plot to destroy the city of Detroit, and while not leaders, were devotedly attached to the movement. When first seen by white men they lived in Wisconsin and were pushed southward by the tribes to their north till at the opening of the nineteenth century they lived in Illinois. They aided Tecumseh in his efforts against the United States, and many of their warriors fought with old Black Hawk in the war of 1832. Only five years later nearly 100 of them were in the service of the United States in the war waged against the Seminoles.

After ceding their lands in Illinois to the Government they removed to Missouri and Kansas and just prior to the civil war nearly half of them migrated to Mexico, where a large reservation was granted them by the Mexican government. This division of the tribe has been a menace to their advancement. The tribesmen who migrated to Mexico have been easy victims of the never ending internecine strife of that unhappy country and today a large portion of the army of General Carranza and a goodly number of those under General Villa trace their ancestry to the Kickapoo Indians who migrated there in 1852.

Those who remained and were given lands by the Government under the agreement of 1893, and received their allotments in 1895, have made fair progress toward civilization. Their lands are situated in Oklahoma, Pottawatomie and Lincoln counties, and situated directly west of the Sac and Fox reservation, south of the Iowa, and north of the Pottawatomis.

The influence of their brothers in Mexico has not been conducive to good. Since the division of the tribe in 1852 annual visits have been made. The Government, realizing the unsavory influences surrounding them, has been able to induce many of the Mexican Kickapoos to return to the tribe in Oklahoma, but their presence has always been a menace and seemingly retarded the efforts to make

them self-supporting. As a tribe they have produced no prominent chief or leader, and the general feeling against them has been unfavorable.

Kickapoo ceremonials were unlike those of other Indians. As a tribe they celebrated yearly a feast dance among the clans. This feast was merely a yearly gathering of the tribe for enjoyment and pleasure. The ghost, the green corn and the sun dances were unknown. In early times a secret medicine society, "Midewiwin or grand medicine society," flourished among them, but only their traditions and myths give any clue to their real beliefs in such ceremonies.

The name "Kickapoo" figures also in the political history of the territory of Oklahoma. About the year 1880 a republican secret organization was formed that was known as "The Kickapoos." What its purposes were or the influences it exerted are not known. Many sinister acts were attributed to it, but no proof is extant that its work was other than lawful or honorable, although the sale of Kickapoo lands was a source of much scandal.

Rainy Mountain School Closes.

The closing exercises of the Rainy Mountain School were held Wednesday evening, and as usual a large crowd from Gotebo and nearby towns was present.

The program was exceptionally well rendered and gave a good idea of the high class of work that has been done in school this year. Not many people realize the patience and tact that is required of the teacher in dealing with the Indian children. Holding fast the traditions, superstitions and customs of the past, the Indian child is slow to adopt the new ways of the white man and only capable teachers can accomplish definite results in raising him to a higher level. Superintendent McGregor is to be congratulated on the results he has accomplished in the four years he has charge of the school. Of course, one man can't build a school unless he has the help of efficient teachers and so Misses DeLay, House and Hickman are deserving of much praise for their work. A visit to the domestic science room showed that the Indian girl is soon to take her place in the home and be capable of dealing with home economics.

In the school gardens we saw many individual gardens well taken care of. This part of the work has been in charge of Mr. Wolf.

The broad acres of the school farm show that

Mr. Hawes, the Indian farmer, has been busy and demonstrates the fact that the Indian with just a little supervision will soon be able to take care of himself. The business men of Gotebo have great confidence in Mr. McGregor and believe that he will continue to build up the school.—Gotebo (Okla.) Gazette.

#### Keen Indian Officials.

The great question of whether the American Indian will ever take his place in politics and become an active factor in local and state government is being answered satisfactorily in several parts of South Dakota. The poor, whiskeysooted Rain-in-the-Face of earlier days is rapidly changing into a keen and crafty politician. Reports received in the past week from Bennett and Mellette counties indicate that the craftiness of the Indian has been pitted successfully against all of the whites and a score or more of important county offices are now held by Indians. These office holders are Indians of intelligence and education. As a further indication of the trend of the times, the secretary of state recently chartered the "Indian Political Association" of White River, Mellette county, to conduct political affairs in that region on a solid basis. The organization is incorporated by Isaac Bear Looks Behind, Edward Castaway In The Forest, Benjamin Hungry, James Bear Thunder and Henry Swift Eagle.—Newspaper Associated Press Dispatches.

#### An Industrious Indian.

Thomas Bronche is 78 years of age. He has had a busy life and has worked hard, but that does not keep him from making progress. He works a lot harder today than some young men of the tribe who spend so much of their time playing baseball, and who like to permit their old parents to support them.

"Tom," as he is called by his friends, is no idler. He recently sold forty acres of inherited land, and with a part of the proceeds he has built a comfortable house and furnished it. He looks after his cattle, cuts his own fuel in the forest reserve on the mountain and hauls it home, has sixty acres in grain, and ten acres in corn which he attends himself. Besides that, he has planted about five acres in alfalfa and raises hogs and he makes it pay. Last winter he butchered some of his hogs, cured and smoked the meat for his own use, in his own smokehouse, sold a number and has fourteen left. His vege-

tables have taken prizes at the Lewiston fair.

Years ago Tom was employed as an interpreter by the soldiers, when they occupied Fort Lapwai as a military post. Later he worked at the Indian school and had charge of the boys on the farm. He has not had the advantages of an education for himself. He says he is "just a regular old Indian," but he knows how to handle his own affairs, is a faithful member of his church, an honest man, and a good citizen.

One of the finest gardens noticed this year is Paul Corbett's. It contains a large variety of vegetables, is well cultivated and clean of weeds. Paul and his wife were both Carlisle students but that does not make them ashamed to work. And besides that, they have the older children at work as well. To teach the children to work is as important as it is to teach them to read, if they are to know how to take care of their property after awhile.

The census of the Nez Perces, which is compiled each year by the Superintendent, shows that the tribe has increased 42 since the last count. Last year the increase was 18. The records show that for a number of years, until very recently, the tribe has been decreasing. If the members of the tribe will only keep their homes clean and sanitary, keep the windows open at night to secure plenty of fresh air, live moral lives, and observe the laws of health, there is no reason why they may not continue to increase each year.—The Nez Perce Indian.

#### The Mexico Kickapoo.

That part of the Kickapoo Indian tribe, which went to Mexico and settled some years ago, have certainly seen hard times and gone through some unfortunate conditions. THE JOURNAL published some of the history of this tribe in its last issue. It is interesting, in this connection to add to that article the following paragraph, which appeared in the press dispatches of the big daily newspapers during the past summer. Surely these Indians must have been taught a lesson.

"Fifty families of Kickapoo Indians arrived here Friday from the state of Coahuila, Mexico. The constitutionalists charged they were friendly to Huerta, confiscated their property and drove them from the country. These Indians left this section ten years ago for Mexico and after a residence in Sonora, left the main body and located in Coahuila."

## REPORT OF THE CONFERENCES OF THE CHILOCCO INSTITUTE

THE Conferences were an important part of the Chilocco Institute, and many were the perplexing problems of school management here brought forth and talked about until the most practical solution of each problem seem reached. A feature of these conferences was the question box, so that each teacher had every opportunity of presenting any matter that stood in need of either a thorough understanding or a satisfactory interpretation of the rules and regulations. Of course, it would be impossible for us to give a complete report of everything said and done at these sessions, but THE JOURNAL is indebted to Miss M. E. Allen, conference reporter, for the following notes on these meetings:

### THE CONSERVATION OF THE PUPIL'S TIME.

MR. PEAIRS, Leader.

The initial conference was held in the auditorium according to schedule at 2:15, July 7, with Supervisor J. B. Brown presiding. Mr. Brown outlined briefly the nature and scope of the work of these meetings. The subjects for discussion are so vital and so universal that it is thought the conference will bring out a larger attendance and more enthusiasm than any other work on the program. A question box will be opened every day and will relieve the meetings of much formality.

Mr. Brown announced that "The Conservation of the Pupil's Time" was the first topic to be considered and asked Supervisor Peairs to lead the discussion.

Mr. Peairs said in part:

"The necessity of the conservation of the pupil's time is a very important question indeed. We have made something of a start on the question of what is accomplished during a series of years in the average Indian School. From the reports we have found that in many instances too much time is taken to accomplish what we want to accomplish. For instance, one report from one school showed that the average time which had been required to complete the work was four years. There were pupils who I think would have taken 112 years, others 60, others 30 or 20, and very few in less than 8 or 16 years. Quite a number of reports showed that the average time for finishing the grammar course was apparently not sufficient for the academic and industrial.

"The Indian child's time is limited. He comes

to us without anything scarcely and we must give him all we possibly can. We have been asking for several years, two or three officially, for an annual calendar. How many find that the work of the program is crowded? It is difficult to get the work so organized as to give everything a place. Teachers have been asked to prepare daily programs. No school, whether day school, small boarding school or large boarding school; no school should start in without a definite program. As soon as one year is over we should begin to plan for the next. Preparation of the calendar has been given careful study. All superintendents received circular under date of June 13 with suggestions relative to the calendar for 1915.

"Industrial work must be taught, but it is not a good idea to undertake to give the Indian children their training while they do the work. Some special time should be given to instruction along industrial lines. This is a very, very busy school life and the calendar must be worked out very carefully; every activity should be given its place and it should be allowed to take its place. Otherwise some work may be overlooked. One thing I want to see done is that in every school there shall be set aside in the program a definite time during which the child should be given definite instruction along industrial lines. If girls were not being taught to sew, etc., definitely in a school I should visit I would criticize it as quickly as if the academical work were being neglected. At least thirty minutes per day should be given to industrial instruction. Local conditions must decide on the time."

The Chilocco Calendar was distributed and a general discussion took place. This brought out the surprising statement that there should be no specializing in the Indian Schools, as there is much general work and information that is necessary before a pupil is ready for it. The statement made by Mr. Peairs that the girls' schools were getting better results along industrial lines than those for boys was very interesting and surprising.

### THE DAILY PROGRAM — JULY 8.

MR. COON, Leader.

The second conference had for its subject the Daily Program, with Asst. Supervisor Coon in charge.

It was easily seen that only a very general program could be worked out as each school is in many ways individual and the program must be varied to fit its needs.

The following order was very generally agreed to:

6:00—Rising Bell.

7:00—Breakfast.

7:30—Individual Detail.

8:45—11:30—Academic work—(Half school).  
 Industrial Instruction—(Half school).  
 11:30—1:00—Noon Intermission.  
 1:00—4:00—Academic work—(Other half).  
 Industrial Instruction—(Other half).  
 4:00—5:00—Group Athletics.  
 5:30—Supper.  
 7:00—8:00—Study Period.

Free discussion characterized every step in the making of the program.

Much stress was laid by Mr. Coon on group athletics. He would teach folk dancing and games merely to develop grace and not as an exercise. He very emphatically stated that the modern dancing should have no place in our Indian Schools.

The study period was discussed at length. The general conclusion was that this must be made a distinctive feature of every school. Children who have their lessons should be allowed the privilege of reading at this time.

Dr. Shoemaker insisted on a stated hour in the day for the bath as well as the other school activities.

Each day should have its program made out in detail and should be followed carefully. The class-room program with each subject and time to be devoted to it should be worked out in the same way.

#### STUDY OF INTOXICANTS—JULY 9.

Mr. H. A. Larson, Leader.

The office has purchased two books bearing on the subject of alcohol. It is impossible to create interest in the mind of the children in something in which you are not interested yourself, or of which you do not know. This applies to everything in connection with teaching. The office has a right to say to teachers that they are expected to prepare themselves before trying to teach. Can't teach successfully unless interested nor arouse enthusiasm unless enthusiastic yourself. It is the same with teaching about alcohol. Necessary if you are going to teach to know something about the subject yourself. There are many facts that may be taught that are not scientifically true. One of the books which will be in your libraries contains 50 different charts which can be made very applicable to children in Indian schools. There are no two children in the same room that you can teach the same thing in the same way. The sooner you teachers get that fact in your minds the sooner you will be successful in your work. You must teach things to different children in an entirely different manner. Individualism.

Different charts which will be in one of the books purchased were shown and explained and questions asked and a general discussion held.

Do you believe in forming societies and assigning questions? Very much in favor of it.

Do you find such a thing as children suffering on account of drunkenness?

In a great many instances. Some Indian boys who helped to find certain ones who had been selling intoxicants were ostracised by their people because trying to do something for them.

As early as the 1700's the leading Indian chiefs of the country were opposed to the use of liquor.

Do you believe in setting aside a day for temperance day during the year?

Have a day for temperance day if you wish, but bring it in every single day.

#### CORRELATION OF INDUSTRIAL AND ACADEMIC WORK.

JULY 10.

Mr. Brown, Leader.

I would like to suggest that a good deal of time is wasted between the ringing of bells before meal times. Half an hour is too long. Should be just time enough to get ready, if they hurry. If a bell is rung you ought to see something doing. Each bell should mean something.

Question box opened and the following questions asked and answered:

With the half-day plan how much time would be required to finish the course?

With careful planning, careful organization and thorough work course could be finished in 12 years. Depends upon what kind of teachers and how often changed. Not good idea to change teachers, so plan of promotion has been adopted.

In school daily program as outlined where would we give the two hours of religious training per week as required by the office? Not required to give religious instruction. Would you require tests or examinations in all school work? Would require tests but no stated examinations. Possible to decide on promotions without examinations. Each teacher should decide that for herself.

Suggested that each one get a complete set of arithmetic tests from the University of Chicago. Prof. Courtie. Also from Prof. Feland of the University of Oklahoma.

What is to be done with the children who are turned away from school on account of tuberculosis and other things?

More than 1000 children of school age who are tubercular are not admitted to schools. Something should be done for them. This is one of the things that must be done. Tubercular question would be annually reduced if the school conditions were changed, it was suggested by Mrs. Newton. There should be more out-of-door schools and sleeping porches.

Some schools have no correlation at all. Programs are made out but not carried out. This is the way teachers acquire idleness, loafing and all sorts of bad habits. Certain things must be taught. Make a list of what a child should know before leaving the eighth grade. Children should know what they are doing and why to be interested in it. We should get together and know what each other is doing. Should be correlation, co-ordination.

We first must get over the idea that every question is a criticism. Must get big enough to go to the fellow that we don't like and say what we want to him. Must be fair to all whether we like them or not. Must give teachers what they need for their success. Do not say they are failures until you have given them every chance. Should ask each week if there is anything they need. Teachers should use the things they have. Bare school rooms do not encourage superintendents. If a thing asked for is not necessary, and we are not going to get it, we should say so and explain why. If the things do not come in a reasonable length of time teachers should go and ask superintendents about them. It may be an

embarrassing question if they have never been ordered.

Heads of different departments should send questions and problems, etc., to the academic teachers to be used for spelling, arithmetic, etc. Classes should figure on all repair work, etc. Find prices, decide why one thing is more expensive than another, exercise buying judgment.

One class figured on corn land, number of acres, amount per acre, etc. Children like outside problems.

Essays written on industrial half of day. Academic teachers take notes from industrial work and use as English, spelling, etc.

Make vocabulary from industrial work. Write essays and submit to industrial teachers and thus help both. There should be black boards in all industrial shops. Make complete list of tools and place where each one can see. Then give list to each pupil. Good way to get industrial and academic department to work together.

Young people should be taught to keep expense account.

Sample of materials with which we work, prices and names should be displayed in shops. Industrial exhibit in school room.

There should be lectures by industrial people. Children should be taken to the shops, but they should not go without a definite purpose. Otherwise it will be a sort of lark.

#### EMPLOYEES' MEETINGS—JULY 11.

Mr. Allen, Leader.

All have attended employees' meetings. They are of various kinds. The faculty meeting, where the pupils were discussed; and another, a sort of Chamber of Horrors, where the employees met and proceeded to tear each other to pieces. Wondered how I would do it when I had reached the height of being a superintendent. Finally, decided it by side-stepping it altogether, and we had no employees' meetings.

If there is nothing planned, nothing definite to accomplish, better not have any. Many meetings are held simply because there is the demand for one. But we have overcome this feeling toward employees' meetings. This year we all parted friends.

In order to accomplish more we divided here into several sections so that the different ones who had different kinds of interests might meet together. The physician met all who might come under his line—matrons, cooks, nurses, etc. The agricultural people had their own meeting; the engineer with his assistants; another section was made up of those who had to do with the trades: the carpenters, blacksmiths, etc., and so with all the different divisions. The first meeting was a sort of get-together meeting, at which we did not do any special business. The general monthly meeting we held in the Hiawatha Society room, which was just big enough to seat them all with all front seats occupied. At this we held a sort of resume of the business of the other meetings. Each section selected a leader who would present to the entire force of employees a view of what had been done, or the one thing that would be of the most general interest. In this way people who thought they couldn't do it found that when they had something to say it was easy.

Some very interesting things about these meetings were read from the JOURNAL.

Such meetings lead to increased efficiency. The greatest benefit is that they lead to unity among the employees. No single influence has had so much to do with arriving at that end as the employees' meetings at the Chilocco school. Those who have a common interest should get together and discuss them, and then have the general meetings so that all may get the benefit in that way.

A general discussion of employees' meetings took place. The superintendents of the different schools were called upon to tell of their meetings. It was generally decided that this time should not be taken for announcements. Reading Circle work is taken up at this time in many schools.

#### THE SCHOOL AS A COMMUNITY CENTER.

JULY 13.

Mrs. Newton, Leader.

All school work throughout the country should touch the home life. The school that does not touch the home does not reach its highest point of efficiency. In our work in Indian schools we should keep that thought in mind. The school should really take the leadership in all things in the community.

Mrs. Newton—It is very necessary that the school be used as a community center. Not that the teachers should be on hand, but that the school house may be used. Kansas and Wisconsin have especially taken the lead in this respect. The University of Wisconsin has been enlarged until all parts of the state come under its influence.

The question for us is how far does the Indian School do such work. How far have we attacked that problem. The reservation schools I have visited have very little in common with the Indian in the country about.

Mrs. Newton also called special attention to the fact that the work of the schools was not ended when the boys and girls go out of school, and we ought not to feel that we have finished with them at that point. How far is the school going to follow him in his real life?

The different superintendents and others were called upon to discuss this problem. Mr. Farver told of the influence of the schools upon the Choctaws. They are better dressed, have better and more comfortable homes and the children take more interest in gaining an education.

Different superintendents gave similar statements as to the influence of the schools.

#### MORAL EDUCATION—JULY 17.

Mr. Graves, Leader.

The last conference of the Chilocco Institute was held on Friday afternoon, July 17, 1914, at 2:15 with Mr. Graves as leader. The subject was Moral Education, and it was very clearly brought out by Mr. Graves that young people should be taught morals by constant precept and example. By moral education is meant training them so that they will become the right kind of men and women with the right manners and customs. It is only of late years that moral educa-

tion has been undertaken systematically, and good advice to teachers is to "keep up the precept". But precept is not even half the battle, for by that alone we will not accomplish half the results we want to get. There has to be personal example, personal intercourse and influence that the various employees can exert if they will, but it must be exerted everywhere and always. The influence of the Y. M. C. A. and Y. W. C. A. was conceded to be very good, indeed, in schools where they had such organizations.

Miss Bedell talked of the relation between moral training and religion among the Cheyenne and Arapahoe Indians at the Whirlwind Mission, of which she has charge.

#### INSTITUTE NEWS NOTES.

Mrs. Newton's lecture contained many helpful and original suggestions.

The two social evenings, after regular work was over, were splendid diversions and much appreciated.

The interest manifest in all the work was indicated by the attendance. No shirkers seemed present.

Tennis was a popular divertimento and much interest was evinced in both the single and double tournament.

The Chilocco auto service was in great demand between sessions for "cooling off" runs to look over the country.

Universal praise seemed to be rampant over the meal service. Everybody evidently was satisfied, and that is saying much.

The band concert by the Chilocco Indian band—what there was here—was enjoyed by all. Music helps on such occasions.

A popular question during the institute: "Did you ever see a more pleasant lot of people?" And the answer: "Not I."

Mr. Peairs spoke to the students on the evening of July fifth on "A Seeding, a Growing, and a Harvesting Time." Good talk.

Of course, even Chilocco's capacity was tested in providing sleeping room for 175 guests in addition to our own pupils and employees.

Four very busy men during the life of the Institute—Supervisor Peairs, Supervisor Brown, Asst. Supervisor Coon, and Superintendent Allen.

Sunday was a day of rest. A fine group photo was made of some 140 teachers present on that day. It makes a fine grouping of Indian Service workers.

The sessions were always opened and closed by musical numbers, mostly furnished by Chilocco material. This added greatly to all the sessions and lectures.

Dr. White and his assistant, Hostler Keton, were kept busy looking after the comforts of the arriving and departing teachers. We hear good words for their work.

We had some Palm Beach weather and the men teachers some Palm Beach suits. The two worked together nicely and gave our campus a Haddon Hall atmosphere.

Carrying on the usual summer's work of the institution and entertaining 175 particular visitors is no little task if done well. We heard no comment to the contrary.

We were disappointed in not having the Commissioner with us, but we know that his loyal steadfastness to the Indians' interest kept him from being here—that's consolation.

The remarks of visitors on the absence of flies should cause us to feel repaid for the efforts put forth to have a clean campus. Absence of filth and careful screening does all this.

The big students' dining room proved to be a splendid place for serving the visitors their meals. It was centrally located, of ample dimensions, cool, and especially light and comfortable.

The "Hike" on the evening of the ninth gave opportunity for "seeing Chilocco," and also gave to the visitors some idea of what a wonderfully fine lot of land belongs to the Chilocco school.

The first act in making the visiting teachers at home here was executed when each was handed a card, as they got off their train at the station, on which was written their name, the home in which they were to stay, the person having it in charge, and the number of the room, also the floor.

When regular work was not in session much interchange of experience was made and many a question asked concerning some proposed new work. Our engineering department answered many questions made by visitors about work it was supposed to be experienced in. So with other Chilocco departments.

The tennis courts were in fine condition and there were many close games played in the tournament, which was one of the interesting and entertaining parts of the institute—for the men folks. Messrs. Martinez and Jones won the doubles, and Mr. Martinez the singles, so the prizes are kept at Chilocco. They have to be won three times in order to be held. They are three beautiful cups with appropriate lettering and can be seen at Chilocco, where they are greatly admired.

#### Overheard at the Chilocco Institute.

Dr.—(Lecturing on care of infants.)—People should never kiss a baby on the mouth.

Austere Supervisor to demure Domestic Science Teacher.—Or any one else. What do you say?

Demure D. S. Teacher.—(Blushing.)—I—I—, well—being in the Indian service—really I—I do not know.

LIST OF THOSE ATTENDING CHILOCCO'S  
SUMMER INSTITUTE.

THERE were over two hundred Indian Service people who registered as attendants at the Chilocco Institute. The JOURNAL herewith presents the list of most these people, but there were a number who came for but a day or so who did not register. Some of these names we have been unable to get, but the list below printed is complete with these exceptions. The employees' names are given first, the schools where they are employed come next, then their official positions and last, their legal residence.

- Elsie E. Newton, supervisor, Washington, D. C.  
 Bernice Kelly, Tuskahoma, teacher, Wichita, Kansas.  
 Annie L. Falwell, Mekusukye, teacher, Girard, Kansas.  
 Daisy B. Hylton, Chilocco, seamstress, Chilocco.  
 Hattie G. Garber, Sapulpa, teacher, Sapulpa, Okla.  
 W. W. Coon, asst. supr. & S. D. A., Washington, D. C.  
 Zoe Taber, Mekusukye, D. S. teacher, Pittsburg, Kans.  
 Cora M. Hall, Sacaton, teacher, Oklahoma City, R. F. D. 11.  
 Wilma Love, Crow Creek, teacher, Okla., City, R. F. D. 11.  
 Hannah M. Garton, Phoenix, teacher, Morrisville, Mo.  
 M. R. Foreman, Wheelock, teacher, Millerton, Okla.  
 May McSpadden, Wheelock, teacher, Millerton, Okla.  
 Mrs. Ethyl Felder, Academy, teacher, Muskogee, Okla.  
 Mildred Betzer, Nuyaka, teacher, Chandler, Okla.  
 Ferdinand Shoemaker, Wash., D. C. Ast. med. supervisor.  
 Mary Freeland, Euchee, Int. teacher, Oklahoma, City.  
 Lucile Wakefield, McAlester, Okla.  
 Martha E. Baily, Cantonment, teacher, Franklin, La.  
 Delia A. Morton, Otoe, teacher, Alva, Okla.  
 Mary McCormick, Otoe, matron, El Reno, Okla.  
 Annie Weber, Ponca, matron, Miami, Okla.  
 Nellie Cox, Fort Sill, teacher, Lawton, Okla.  
 Nola LaFlora, Nuyaka, teacher, McAlester, Okla.  
 Mary C. Domire, Eastern Cherokee, baker, Perry, Okla.  
 Georgia L. Craig, Cherokee, laundress, Cherokee, N. C.  
 Harriet M. Bedell, Whirlwind, missionary, Fay, Okla.  
 Carol Johnson, Nuyaka, teacher, Tahlequah, Okla.  
 A. J. Brown, Nuyaka, teacher, Nuyaka, Okla.  
 H. B. Peairs, supervisor of schools, Washington, D. C.  
 C. C. Wilson, carpenter, Chilocco, Okla.  
 J. F. Singleton, Riverside, photographer, Riverside, Calif.  
 Allen B. Brown, Muskogee, Okla.  
 C. E. Birch, Haskell, principal, Lawrence, Kan.  
 Edna Winona Ross, Euchee, D. S., Sapulpa, Okla.  
 Perw Farver, A. M. Academy, supt., Academy, Okla.  
 Michael Wolfe, Rainy Mt. School, dis. Gotebo, Okla.  
 Mrs. H. K. Wind, Chilocco, teacher, Miami, Okla.  
 Lizzie H. McCormick, Chilocco, matron, El Reno, Okla.  
 S. F. Robertson, Chilocco, senior teacher, W. Newton, Pa.  
 Louise Wallace, Chilocco, teacher, Washington, Ark.  
 John B. Brown, supervisor, Muskogee, Okla.  
 Margaret L. Hamil, Red Rock, teacher, Tonganoxie, Kan.  
 Alice T. Louthan, Chilocco, teacher, Pawnee, Okla.  
 Katharine Egan, Chilocco, teacher, New York City.  
 Roxanna Smith, Chilocco, teacher, Cherokee, N. C.  
 Margaret Lawrence, Pawhuska, matron, Pawhuska, Okla.  
 Corlie F. Dunster, Chilocco, teacher, Hayward, Wis.  
 Katherine Krebs, Chilocco, teacher, Chilocco, Okla.  
 Mack Johnson, Chilocco, gardener, Chilocco, Okla.  
 Alma McRae, Chilocco, domestic Science teacher, Chilocco.  
 Myrtle A. Garton, Ignacio, Colo. matron, Morrisville, Mo.  
 Blanche Thomas, Rosebud, kindergartner, Okla. City.  
 A. S. White, Chilocco, teacher, Wash. D. C.  
 E. A. Allen, Chilocco, Supt. Chilocco, Okla.  
 William A. Frederick, Chilocco, nursery, Phila., Pa.  
 N. B. Johnson, Chilocco, property clerk, Claremore, Okla.  
 Edgar K. Miller, Chilocco, printer, Columbia, Mo.  
 Mrs. L. S. Bonnin, Darlington teacher, Darlington, Okla.  
 Naomi Dawson, Wyandotte, teacher, Wyandotte, Okla.  
 Mrs. Dunham, Wyandotte, matron, Wyandotte, Okla.  
 Joseph Iliff, Chilocco, supt. of Industries, Chilocco, Okla.  
 Bertes S. Rader, Chilocco, mason, Winfield, Kan.  
 Jessie W. Smith, Whiteagle, principal, Greenfield, Ind.  
 R. R. Dodd, Jones Academy, principal, Illinois.  
 Clarence Clark, supt. Nuyaka, Okla.  
 H. F. Furry, Ponca, Industrial teacher, Ponca, Okla.  
 J. L. Howrey, Egan, teacher, Pawnee, Okla.  
 Belle Furry, Ponca, asst. matron, Ponca, Okla.  
 August Harman, Seger, principal, Colony, Okla.  
 Mary Mosley, Eufaula, principal, Hartshorne, Okla.  
 Mollie Jefferson, Nuyaka, Matron, Bentville, Ark.  
 Elizabeth Cracraft, Sabetha, Kans.  
 Helen Colville, Ponca, kindergartner, Ohio.  
 Flora B. Heron, Kickapoo, teacher, Red House, N. Y.  
 D. D. Heron, Kickapoo, gen. mechanic, Pawnee, Okla.  
 Fred M. Lobdell, Kickapoo, principal, Davenport, Iowa.  
 Sarah E. Sample, Haskell, teacher, Lawrence, Kansas.  
 T. M. Edwards, Mekusukye, principal, Greenville, Tex.  
 H. F. Cooper, Stigler, choctaw sch rep, Stigler, Okla.  
 Harlan A. Whitacre, Nuyaka, farmer, Winfield, Kan.  
 H. W. Partridge, Cherokee, teacher, Park Hill, Okla.  
 Delia C. Partridge, Cherokee, matron, Park Hill, Okla.  
 Emma Monroe, Phoenix, asst. matron, Phoenix, Ariz.  
 Gertrude A. Campbell, Eufaula, supt. Eufaula, Okla.  
 Elizabeth W. Owen, Eufaula, matron, Eufaula, Okla.  
 Amy Jordan, McAlester, asst. matron, McAlester, Okla.  
 Sophia Anderson, Shawnee, asst. matron, Shawnee, Okla.  
 Nellie G. Odle, Shawnee, field matron, Shawnee, Okla.  
 Bessie Peters, Shawnee, teacher, Shawnee, Okla.  
 Ella McKnight, Rainy Mt. matron, Okla, City.  
 Lizzie G. Daniel, Pawnee, teacher, Pawnee, Okla.  
 Flora A. DeLay, Rainy Mt. teacher, Emporia, Kan.  
 Allen C. McFarling, Shawnee, farmer, Shawnee, Okla.  
 Arthur M. Gray, Shawnee, teacher, Shawnee, Okla.  
 Daisy M. Kirk, Cherokee, seamstress, Park Hill, Okla.  
 Juna Feaster, Cherokee, teacher, Park Hill, Okla.  
 M. L. Ragsdale, Pawhuska, teacher, Tamaroa, Ill.  
 Ben F. McCurtain, Hartshorne, teacher, Durant, Okla.  
 N. W. Folsom, Hartshorne, engineer, Hartshorne, Okla.  
 Helen E. Pickard, Riverside, teacher, Anadarko, Okla.  
 Etta J. Snell, Riverside, teacher, Anadarko, Okla.  
 Henry D. Inkanish, Rainy Mt. dairying, Anadarko, Okla.  
 Robert A. Bayne, Frisco, teacher, Frisco, Okla.  
 Ila Mae Samples Chilocco, nurse, Amarillo, Texas.  
 Belle Gibbons, Old Good Land, teacher, Hugo, Okla.  
 Irma Lonneke, Cheyenne, teacher, Arkansas City, Kan.  
 Kattie Tyndall, Cantonment, laundress, Wyandotte, Okla.  
 Elva Little Chief, visitor, Cantonment, Okla.  
 Miss Porterfield, Seger, teacher, Holton, Kan.  
 H. B. Lehmer, Colville Agency, teacher, Choctaw, Okla.  
 Miss C. Gray, Wheelock Academy, clerk, Coleman, Tex.  
 Emma Loomis, San Juan, N. M. teacher, Meadville, Mo.  
 M. E. Allen, Wheelock, supt. Millerton, Okla.  
 Bertha M. Holmes, Riverside, teacher, Billings, Okla.  
 Mary H. Baird, Pawnee, teacher, Pawnee, Okla.  
 Daisy Bays, Pawnee, matron, Pawnee, Okla.  
 Florence J. Couch, Sac and Fox, teacher, Stroud, Okla.  
 Ethie Rhoades, Sac and Fox, teacher, Gardner, Kan.  
 L. F. Muehlschuster, Sac & Fox, Bax. Sp. Kan.  
 Arza B. Collins, Sac & Fox, farmer, Cushing, Okla.  
 J. W. Vanzant, Chilocco, Farmer, Chilocco, Okla.  
 H. J. Johnson, Sac & Fox supt. Stroud, Okla.  
 G. H. Romine, Chilocco, asst. engineer, Chilocco, Okla.  
 J. W. Graves, Euchee, supt. Sapulpa, Okla.  
 H. A. Larson, Denver, chief special, officer, Denver, Colo.  
 C. E. Carpenter, special official, Guthrie, Okla.  
 Matilda Wind, Chilocco, matron, Miami, Okla.  
 Frank Kyselka, Osage, principal, Traverse City, Mich.  
 Helen W. Ball, Haskell Inst. asst. clerk, Rushville, Ind.  
 J. E. Shields, Chey & Arap, principal, Darlington, Okla.  
 G. W. Horton, Mek. Aca. Supt, Mekusukye, Okla.  
 Mrs. G. W. Horton, Mek. Aca. Clerk, Mekusukye, Okla.  
 Mrs. Josephine Sears, Chilocco, matron, Poplar, Mont.  
 P. C. Martinez, Chilocco, Disp. Santa Fe, New Mex.  
 Susan Perry, Sac & Fox, asst. clerk, Stroud, Okla.  
 Aurelia Moran, Sac & Fox, Lease clerk, Stroud, Okla.  
 L. C. Carruthers, Chilocco, Engineer, Chilocco, Okla.  
 W. E. Dettweiler, Field Service, Field Dent. Wash. D. C.  
 Mrs. John S. Spear, Winnebago, Neb. Stillwater, Okla.  
 Jos. E. Mountford, Pawnee, Principal, Pawnee, Okla.  
 Edw. Minor, Kickapoo, Supt. Horton, Kans.  
 French L. Thomas, Kickapoo, Farmer, Horton, Kans.  
 James H. Odle, Shawnee, Principal, Shawnee, Okla.  
 S. B. Lincoln, Cantonment, Farmer, Eagle City, Okla.  
 H. J. Funk, Cantonment, Laborer, Cantonment, Okla.  
 S. L. Caulkins, Red Moon, Farmer, Hammon, Okla.  
 Andrew Larsen, Stroud, Principal, Underhill, Wis.  
 W. M. Hodson, Sac & Fox, Sten. Gloucester, Mass.  
 J. W. Clendingen, Ponca, Farmer, Tonkawa, Okla.  
 Elizabeth E. Lehmer, Visitor, Choctaw, Okla.  
 M. M. Griffith, Cherokee, Supt. Parkhill, Okla.  
 K. E. Parker, Tuskahoma, matron, Hartshorne, Okla.  
 Nona Medlen, Euchee, matron, Sapulpa, Okla.  
 Wm. Faven, Tuskahoma, Supt.  
 Roy C. Potts, A & M College, Dairying, Stillwater, Okla.  
 L. S. Bonnin, Chey & Arap, Clerk, Darlington, Okla.  
 R. E. L. Daniels, Pawnee, Clerk, Pawnee, Okla.  
 A. Dickens, K. S. A. C. Horticulturing, Manhattan, Kans.  
 S. D. Brooks, Okla. University, President, Norman, Okla.  
 A. Eld, Tuskahoma Academy, Principal Bentonville, Ark.  
 J. E. Goss, Kaw Agency, Farmer, Kaw, Okla.  
 W. H. Layton, Sac & Fox, Laborer, Stroud, Okla, R. 2.  
 T. P. Myers, Sac & Fox, Fin. Clerk, Stroud, Okla, R. 2.  
 Lottie Shields, visitor, Darlington, Okla.

Mrs. Mary Johnson, Sac & Fox, Agency.  
 E. L. Moses, Chilocco, Asst. Clerk, Flemingsburg, Ky.  
 Wm. Moses, Chilocco, Asst. Engineer, Pincanning, Mich.  
 W. E. Dunn, Red Moon, Supt. & S. D. A. Hammock, Okla.  
 Arthur E. Schaal, Chilocco, Clerk, Chilocco, Okla.  
 W. L. Pearson, Ponca, Farmer, Whiteagle, Okla.  
 Calvin Ballard, Five Tribes, Supt. Muskogee.  
 Kayh P. Stanion, Pawnee, Supt. Pawnee, Okla.  
 L. W. White, Chilocco, Physician, Chilocco, Okla.  
 F. W. Wyman, Sac & Fox, Physician, Stroud, Okla.  
 Emma Tooker, Chilocco, Teacher, Chilocco, Okla.  
 Supt. Hayo, Otoe, Superintendent, Otoe, Okla.  
 Mrs. Hayo, Otoe, Visitor, Otoe, Okla.  
 Mrs. Clendenning, Tonkawa, Visitor, Tonkawa, Okla.  
 Prof. Warren, Jones Academy, Supt. Joshua, Texas.  
 Mrs. F. W. Wyman, Sac & Fox, Visitor, Stroud, Okla.  
 J. W. Wilson, Collins Inst. Supt. Stonewall, Okla.  
 Ira Deaver, Wyandotte, Supt. Wyandotte, Okla.  
 W. A. McKeever, Kans. Univ. Welfare, Lawrence, Kans.  
 Mrs. W. L. Pearson, Ponca, Visitor, Whiteagle, Okla.  
 Horace E. Wilson, Visitor, Okeene, Okla.  
 Mrs. Jno. B. Brown, Visitor, Muskogee, Okla.  
 Mrs. E. A. Allen, Chilocco, Postmaster, Chilocco, Okla.  
 Esther Allen, Chilocco, Visitor, Chilocco, Okla.  
 Alberta Krebs, Chilocco, asst. Postmaster, Chilocco, Okla.  
 Mrs. J. Hiff, Chilocco, Visitor, Chilocco, Okla.  
 V. R. Underwood, Chilocco, asst. Clerk, Chilocco, Okla.  
 E. G. Louthan, Chilocco, Property Clerk, Chilocco, Okla.  
 Cora V. Carruthers, Chilocco, asst. Cook, Chilocco, Okla.  
 Sophia Wind, Chilocco, Teacher, Chilocco, Okla.  
 Kate Miller, Chilocco, Cook, Chilocco, Okla.  
 E. F. Joiner, Chilocco, Din. Room Matron, Chilocco, Okla.  
 Amos W. Beezley, Chilocco, Painter, Chilocco, Okla.  
 M. R. Holloway, Chilocco, Dairyman, Chilocco, Okla.  
 H. Keton, Chilocco, Hostler, Chilocco, Okla.  
 J. W. Smith, Chilocco, Nightwatchman, Chilocco, Okla.  
 James Jones, Chilocco, assistant, Chilocco, Okla.  
 Isaac Seneca, Chilocco, Blacksmith, Chilocco, Okla.  
 C. P. Addington, Chilocco, Harnessmaker, Chilocco, Okla.  
 Rose Dougherty, Chilocco, asst. Matron, Chilocco, Okla.  
 Nelly Eddy, Chilocco, assistant, Chilocco, Okla.  
 Ada Allen, Chilocco, assistant, Chilocco, Okla.  
 Julia Jones, Chilocco, Laundress, Chilocco, Okla.  
 Ignacio Roche, Chilocco, Baker, Chilocco, Okla.  
 Ezekiel Coulon, Chilocco, assistant, Chilocco, Okla.  
 Christine Lazelle, Chilocco, assistant, Chilocco, Okla.  
 Blas Jalama, Chilocco, assistant, Chilocco, Okla.

## An Indian Memorial.

Prof. Melvin R. Gilmore of the State University, who has made a long and patient study of the tradition, folk lore, the means of subsistence, the animals and the plants connected with the old life of the Omaha tribe of Indians, and who is well known and respected by all of them, has made a proposition to the tribe to set apart a portion of their tribal lands for a park, which shall forever be preserved as a memorial of the tribe, and perpetuate as far as may be, the animals and plants upon which they subsisted in their wild life. If such a thing could be done, the Omahas would continue to live in the memory of man as no other tribe has ever lived. There is no such thing anywhere in the United States, except a small plat of land in the city of Philadelphia which the Delawares set aside so that they might have a place to camp when they came to the city. That spot has been sacredly preserved, but it cannot be compared with what Prof. Gilmore proposes.

The latest information is that the Indians will set aside such a tract of land. If they do, it will be a place for tourists to visit as well as a memorial in which Indians are specially interested. Soon all the Indian tribes will be broken up and they will become citizens, mingling with other citizens. Such a place would be of great value to both races, and something not existing in any other state.—Omaha World-Herald.

## A Fortune in Wampum.

The largest fortune in Indian money in existence was placed on exhibition on Saturday in the University Museum, says the Philadelphia Record. It consists of a varied group of wampum belts, necklaces, treaty belts and strings of weapons belonging to the Heye collection.

This form of money is interesting not only because of its historical connection with the primitive Indians, but because at one time it was considered legal tender in a number of the early American colonies. Having no money of their own, many of the first colonists used the Indian substitute in their first business transactions.

Wampum is of two kinds—blue, made from freshwater clamshells, and white, made from the core of the periwinkle. Only a few men in each tribe were permitted to make money; indeed, only an expert craftsman could make it. Some of the belts in the collection are worth as high as \$600. Wampum declined in value and ceased altogether as a medium of exchange in the colonies when the Dutch in New Amsterdam began to make it by machinery. All the specimens in the collection are handmade.

## Chippewa Chief Crosses the River.

Walker, Minn.—Henry Hanks, Indian chief of the Leech lake Chippewa Indians and Civil War veteran, is dead at his lodge at the old agency trading post at Leech lake.

The Indians are mourning the demise of their old and respected chief by the observance of the old tribal funeral rite. Tonight the singing of the mourners accompanied by the droning of the braves and the beat of the tom-tom will usher the fleeting spirit of their chief to the happy hunting grounds. The passing of these old chiefs, many of whom were noted characters in their tribes and among the early white settlers, closes an epoch in the history of the Leech lake Chippewa Indians.

The old chiefs used to don their war habiliments and give Indian dances that would last from one to three weeks.

The younger generation, however, are for the most part educated, and are improving on the conduct and system of government maintained by their fathers.—Duluth (Minn.) News-Tribune.

## *In and Out of the Service*

OFFICIAL CIRCULAR NO. 892.

DEPARTMENT OF THE INTERIOR  
OFFICE COMMISSIONER OF INDIAN AFFAIRS  
WASHINGTON

August 10, 1914.

To all Superintendents:

I am not satisfied that we are making the greatest use of our school farms. They usually consist of large tracts of fertile land capable of raising every crop that the climate in which the school is located will permit. In some cases these farms are well irrigated.

In every case the schools have been or can be furnished with all the equipment necessary to till their farms to the fullest extent, and they can be furnished with stock with which to make a substantial showing in stock raising.

The agricultural training of the boy pupils in our schools furnishes ample opportunity for intensive farming. If this training is to be of real value and be effective in accomplishing its purpose the farming operations should be financially successful and at the same time conducted in accordance with modern methods.

I am convinced that there is a large field for improvement in the handling of these farms, and I want every field officer who has charge of such to see that its management is of such a nature as will insure its development to the highest degree of productiveness, practical usefulness and object lesson.

The constantly increasing demands on the various appropriations for the Indian Service make it necessary not only to exercise the most careful economy consistent with the end sought, and at the same time to see that every resource in connection with Indian education and industry is developed to the highest obtainable degree.

See that employees in charge of your farms are men capable of rendering proper and efficient service, carefully determine the suitable crops for the particular soil of the tillable land of your farm, giving the best attention to the raising and use of these crops.

Our farms should grow corn, oats, wheat and raise alfalfa, clover, timothy, etc. You should raise all the potatoes and other vegetables consumed. We should not be satisfied with raising feed for the school livestock, but we should raise everything the farm, garden and orchard will produce.

I want you to raise livestock to the fullest of your capacity; raise colts from the school mares; let your calves grow into beef for your school. Grow a good herd of hogs to follow the cattle that you feed and use the waste from the table at the school. Make your dairy amply large and of such kind that there will be plenty of milk, cream and butter. Feed the skim milk to the hogs and grow your pork meat. Where practicable cure your own bacon and ham, make your own sausage and dry and corn your own beef.

Give careful consideration to chicken raising. You should establish chicken houses and place girls in charge of the chickens. This would furnish poultry and eggs for your needs and at the same time train your girls in an industry which will be of value to them in their future homes.

Under some conditions it may be practicable to have a few swarms of bees. Start an apiary and teach bee culture while at the same time obtaining a supply of honey for table use.

We should have orchards and vines to grow fruit at our schools which are best adapted to the locations and climates. The care of these orchards and the raising of small fruits will give important training to the boys and girls.

Each school should have a truck garden to produce the green stuff necessary for its own table. Under proper climatic conditions enough corn, onions, cabbage, tomatoes, beans, etc., should be grown not only to supply the school with fresh vegetables but to furnish a good supply for winter use. The canning of vegetables and fruits is highly important.

I fully appreciate the fact that at some of our schools, because of climatic conditions, diversified farming is impracticable, but there are very few Indian schools which do not have farms peculiarly adapted to certain lines of agricultural and horticultural development. Where diversified farming is impracticable the natural resources of the farm should be fully developed. If you can raise nothing but wheat see to it that every acre of available land is used for wheat. Grow the best wheat and produce the maximum yield per acre for your locality. If your school is located in a stock raising section of country and you have a large acreage of grazing land you should raise beef—not only for your own use but to supply other schools.

A school in a locality where vegetables and fruits are easily raised should can or preserve a surplus of these products for sale to schools not so fortunately located.

I believe there is a splendid chance for increased efficiency of our school service by special efforts and co-operation along the lines indicated. I must insist that you give the development of the school farm your most careful attention to the end that the highest degree of efficiency and results be accomplished. There is absolutely no excuse for a waste acre or overlooked opportunity on a school farm. We need all they will produce, and cannot justify the purchase of anything we can raise. It is inconsistent and indefensible for us to expect Indian boys and girls to return home from their schools and do more than they have witnessed their teachers doing for them when they are supposed to be qualifying themselves for industrial equipment and self-support.

Superintendents, Inspectors, Supervisors and Special Agents are directed to give this matter their prompt and most careful attention and fully advise me of the steps taken by field officers to make effective these suggestions.

CATO SELLS,  
Commissioner.

#### Indian Exhibit at State Fair.

Indian school and tribal exhibits, occupying one entire building, will be one of the newest educational features of the eighth annual Oklahoma State Fair and Exposition, Oklahoma City, September 22 to October 3, 1914.

Every Indian school of importance and every tribe in Oklahoma will be represented, under the plans of the Hon. Cato Sells, commissioner of Indian affairs at Washington, who has put his stamp of approval upon the exhibit, probably one of the first of the kind ever before attempted by any state fair.

Supt. Frank E. Brandon, principal of the Indian school at Ft. Sill, Okla., has been named by Commissioner Sells as the superintendent of the Indian building at the State Fair, and Professor Brandon will have the assistance and co-operation of every person in Oklahoma who is interested in Indian affairs in assembling products of the school farms and from the individual farms of the Indians in all sections of the state of Oklahoma.

One of the coziest of all corners at the Oklahoma State Fair and Exposition grounds has been turned over to Professor Brandon for the Indian exhibits. It is what was formerly known as the Dairy building, which nestles in one of the numerous groves, and is near the Day Nursery, Kindergarten and playgrounds for children. This building in the future will

be known as the Indian Building, and already plans for remodeling have been approved by Superintendent Brandon, who was in Oklahoma City several days ago for the purpose of completing all the details in connection with the exhibits.—Oklahoman.

#### Government Aid to Vocational Training.

Indianapolis, July 23.—National grants to individual states of the Union to stimulate vocational education, and appropriations for a federal board to make studies and investigations which shall be of use in vocational schools, are the fundamental recommendations made to congress in the report of the commission on national aid to vocational education, made public here today by John A. Lapp of this city, a member of the commission which was appointed by President Wilson.

A bill which the commission has prepared for submission to congress provides that a total of almost \$50,000,000 shall be distributed for vocational educational uses among the individual states in the ten-year period between 1916-1925.

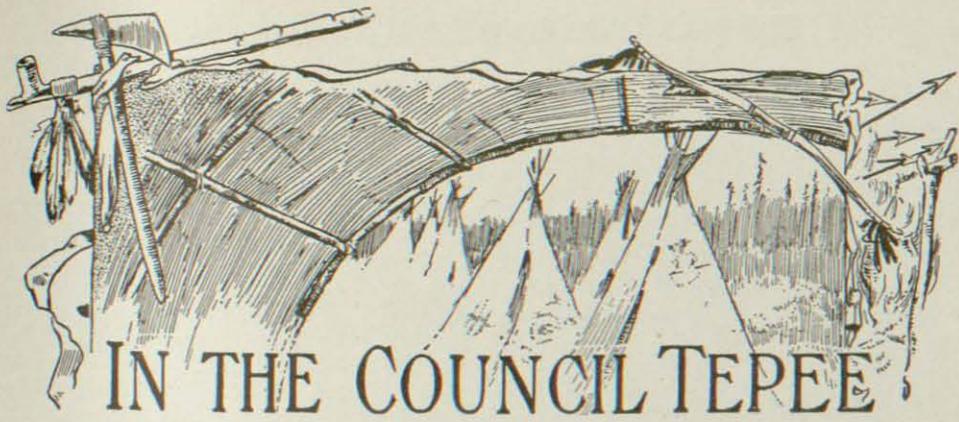
It is proposed that the national grants shall be made in two forms—one to provide for the training of teachers, and the other to be used in part payment of teachers' salaries.

The report declares there is a "crying need" for vocational training and that the task of providing such education adequately is far too stupendous for the individual states.

The commission suggests that the federal board to handle the appropriations be composed of the postmaster general, secretary of the interior, secretary of agriculture, secretary of commerce and secretary of labor, and that the federal commissioner of education be the executive officer of the board. State treasurers are to be custodians of the funds when allotted to the states.

Beside Mr. Lapp, the members of the commission include Senator Hoke Smith, Georgia; Senator Carroll S. Page, Vermont; Representatives D. M. Hughes, Georgia; S. D. Fess, Ohio; Miss Florence Marshall, director Manhattan Trade school, New York; Miss Agnes Nestor, international president of the glove workers' union, Chicago; Charles A. Prosser, New York, and C. H. Winslow, special agents bureau of labor statistics, Washington.

THE JOURNAL is published in the interests of the entire Service so we are grateful for any assistance and all good news items.



## IN THE COUNCIL TEEPEE

### SCHOOL TRAMPS.

"Now and then I meet Indian young men and young women that have spent a term of two or three years in one institution, a like term in another and a like term in still another and then wishing to enter Haskell. In conversing with other superintendents I find that they have had experiences quite similar, and so I have come to feel that there is a class of young Indians that we may well denominate 'school tramps'. As a rule they are the least industrious, the least inclined to observe necessary rules and regulations, and the least disposed to learn a trade. I have come to believe that pupils who leave reservation schools and enter non-reservation schools should be required to spend the remainder of their school life in the non-reservation school that they enter, unless there should be, as would not frequently happen, sufficient reason for being transferred to some other institution."

The above sound doctrine was preached by Dr. Chas. F. Meserve, then superintendent of Haskell Institute, in his annual report of 1892. He does not tell, however, how the school tramp is made. Does the head of any of our larger institutions wish to be blown into fame? He goes about the country begging and bribing young Indians who have received some training in another school and have developed some proficiency in playing a horn to come to him. So that young man starts roving and, nine times in ten, will never settle down to hard work again. If the superintendent prefers being kicked into glory he goes or sends out to find some husky chaps who have learned to boot the pigskin and cajole them into leaving their location, where football is only a pastime mixed with lots of useful toil, and going to where that sport will be the main, perhaps almost the sole, interest for them.

Though the "advertising superintendent" has a large share of responsibility for the making of school tramps, the want of a definite purpose upon the part of the Indian young people and the disposition to let the body follow a wandering mind, is chiefly to blame. Not so very long ago a boy who had spent three years in an excellent non-reservation school applied for admission at Chilocco. When asked why he should change schools he stated that he wished to "take in" as many of the schools as possible; that before ending his school days he wished to see Haskell, Carlisle and Chilocco, at least. Asked as to what he desired to learn, he was entirely indefinite. Our system of allowing a boy or girl to choose to change schools once in three years makes it possible for such a fellow to go the rounds wasting many hundreds of the Government's good dollars. Wasting is used advisedly, for these tramps very seldom return anything on the investment made in them.

Chilocco, not as a Pharisee, but as an institution that has recognized the the evil of tramping, has discontinued receiving any young people who have

been enrolled in other non-reservation schools unless they have completed the eighth grade and desire to take our course in agriculture. In a few instances we have had sent us by superintendents not knowing our rule those that violated the regulation, but the cases have been rare, and our position is now so well known that there should be no more. If all schools will take the same ground, regardless of its effect upon bands, athletic teams, or cherished trips to Washington or the coast by escorts, there will be more care exercised in selecting the institution that meets young persons' needs and the "tramp" will cease to infest.



### INDIAN SERVICE INSTITUTES.

In the summer of 1894 one of the first conventions of Indian workers was held at Chilocco. It continued through five days, was presided over by Dr. W. N. Hailmann, superintendent of Indian schools, and was attended by several supervisors and a hundred or more workers from various portions of the Indian field. The program was made up of minute explanations of his system of education—the kindergarten method—by Dr. Hailmann, a great educator, and by Mrs. Hailmann, his co-worker, and of papers and discussions treating the problems that were facing the workers in the field. The last institute held under the leadership of Dr. Hailmann was at Colorado Springs in 1897. It lasted for three weeks and had developed into a brief summer school. Several instructors met regular classes, besides which there were general meetings, at which addresses were delivered and papers read, and section conferences for informal discussion of topics of special interest.

During most of the twelve years of the incumbency of Miss Estelle Reel as superintendent of Indian schools there was an appendage to the National Educational Association known as the Department of Indian Education. It held its meetings, provided many addresses of welcome and responses, had papers read and passed resolutions commending the administration of the Indian educational policy. These were interesting get-together occasions and those who attended had opportunity to hear many educators of national importance.

Finally the National Educational Association cut off this appendage, which it did not think becoming. For the next four years or so there were no general meetings held because Supervisor Peairs, in charge of schools, desired to put into operation a plan of summer institutes that would possess the highest possible degree of educational value for the participants. This year Commissioner Sells approved Mr. Peairs' idea, found the necessary funds for him, and gave him authority to go ahead. In his characteristic manner the supervisor went ahead and the result was six institutes each attended by from over one hundred to more than two hundred and each of which came into vital relationship with the work of those attending. A large corps of competent teachers and lecturers was secured and those employes registering were assisted at once in making out a schedule of classes the attending of which kept them busy all of every one of the twelve days that each institute covered. The subjects taught and the teachers were eminently practical, especially intended to increase the mental equipment of all in attendance. There have been good conventions of Indian workers before but the best of them, except the one at Colorado Springs, were ineffective when compared with those conducted this summer.

## JUSTICE FOR POOR LO.

From The S. A. I. Quarterly Journal.

DOWN in Florida three days after Christmas, 1911, a thrifty, well-respected Indian of the Seminole band was murdered. The motive was robbery. The murderer was John Ashley, a whisky trader. Florida did nothing to convict the murderer. Our attention was called to the tragedy by M. Raymond Harrington and by Alanson Skinner, both associate members of this Society, and by Joseph (Tahan) Griffis, all of whom had investigated the matter on the spot. An urgent appeal was sent out by Mrs. Minnie Moore Wilson, of Kissime, Fla., asking for help in bringing about justice. Indeed, our 1912 platform contained an item petitioning the authorities of Florida to get the murderer.

After all this time and delay something has happened. The murderer is in irons. The story of his capture reveals the lengths the new administration is willing to go once it sees the point. From that energetic paper, *The New Republic*, we extract the dispatch found below:

"The capture of the murderer and outlaw, John Ashley, some days ago, not far from this place, [West Palm Beach, Fla.]" says *The New Republic*, "indicates the determination of the present administration of Indian affairs to see that justice is done the Indian and wrongs heaped on him avenged.

"On December 28, 1911, Desota Tiger, a full-blood Seminole Indian, was murdered and his body thrown into a canal about thirty-five miles from Ft. Lauderdale in this state.

"Tiger was a thrifty, respectable, and influential Indian, much beloved by Seminole people and well liked by the white people generally.

"It appears that Tiger had eighty-four valuable otter hides, which he had accumulated and was about to market them. A white scoundrel named John Ashley appears to have supplied the Indian with liquor.

"The next thing was the natural one. Tiger's dead body was fished out of the canal and John Ashley went to Miami and sold Tiger's eighty-four hides for \$580, after which he went on a drunk and disappeared.

"Jim Gopher, a Seminole friend of Tiger's, swore out a warrant for the arrest of Ashley for the murder, but Tiger was 'only an Indian' and the local officers were in no hurry. Another reason why they were in no hurry was because Ashley was a 'gun man' and they

didn't propose to bother about doing full duty as long as there was serious danger in it.

"Inasmuch as Tiger was not legally a ward of the Government the Indian Office had no legal jurisdiction, and thus the matter dragged along. But, in the meantime, Ashley, who had taken to the jungles, occasionally appeared and held somebody up, Mexican style, and relieved them of their money. This aroused the white people somewhat, but the local officials were unable to get Ashley.

"In this shape the attention of Commissioner of Indian Affairs Cato Sells was called to the murder. Red tape was cut quick and clean in two. 'Get Ashley' was the command that Sells put up to Chief Officer Henry A. Larson. He didn't say to Larson 'arbitrate the case.' He didn't say 'use your influence to see that justice is done.' He didn't say 'urge the local officers to do their duty.' He said: 'Get Ashley,' and Larson didn't have to be told twice.

"T. E. Brents, or 'Ed.' Brents, one of the old Indian Territory 'bunch' of the Service, was detailed on the case with instructions to 'get Ashley.' With his rifle, and pockets full of hard tack, Brents came to Florida, plunged alone into the swamps, and chased Ashley for weeks, sleeping on the bare ground, subsisting on hard tack and wild berries, and drinking out of the sand ponds. The Everglades of Florida is the most difficult place in the world to catch an outlaw, but it is in the most difficult place in the world that such a man as 'Ed.' Brents shines. Pursued night and day by this man with a rifle, Ashley finally became desperate and surrendered. Brents lost no time in bringing his prisoner to this place and lodging him in jail where he now is, waiting trial. Brents left for Washington, where it is said he was called to receive the personal commendation of Commissioner Sells.

"For half a century and more these Seminole Indians have been the hereditary enemies of the Government, but this vigorous act of Commissioner Sells has done more than a library of speeches and promises to win them to confidence in Washington."

THE question of when an Indian is a "mixed blood" has been decided by the Supreme Court of the United States. It was claimed by some that Indians with less than fifty per cent white blood were not mixed bloods, but the court held that an Indian with any white blood at all must be classed as a mixed blood.—The Nez Perce Indian.

## POLITICS IN THE INDIAN BUREAU.

INDIAN Commissioner Cato Sells has succeeded in inspiring implicit confidence in himself among those with whom his work keeps him in touch. Strangely enough, the first man for the commissioner to win was the Indian himself. In Oklahoma the Indians have always regarded the Indian office, not as a means of help but rather as a system which was holding them in check. Now they seek the advice of the bureau and are lending helpful co-operation to the government in the inauguration of the many reforms which have been introduced by the present administration.

Several important changes have been made in the Oklahoma service and more are to follow. There will also be some additions. The commissioner has made it perfectly plain to those who seek appointments as oil inspector, provided for in the last bill, that civil service rules will govern. In removing Creek Attorney Mott from his job, politics was the very last consideration, and partisan politics had little to do with the selection of Mott's successor. The commissioner has made it perfectly plain that in the selection of successors to J. George Wright and Dana H. Kelsey, the successful candidates must have more to commend them than merely their democracy. Those who have been added to the service have been practically eliminated from politics for the most rigid rules are being enforced against political activity upon the part of those engaged in the Indian service.

But even at that the commissioner is playing politics. His game of politics is to free the Indian from the incompetency which has disgusted him in the past. Not long ago a republican politician in the service wrote to one of his subordinates: "You'd better fix up that report and itemize your account; I'm going out and there's no telling who will be here next month," and forthwith the first intelligent report in an interesting case was revised and at least one Indian is \$100 or so better off. When the bureau is finally manned by persons who have more regard for the interests of the Indian and less for a political machine, then the commissioner will have won in a most commendable political game, and we wish him an early triumph.—Editorial in Times-Democrat, Muskogee, Okla.

OUR subscribers are asked to see that their subscriptions are paid up well in advance. Notice address on your next JOURNAL.

## Three Million to Oklahoma Indians.

In compliance with the provisions of the Indian bill which became a law on August 1, and which provides for the payment to the Creek, Chickasaw and Cherokee Indians of Oklahoma, in equalization of their allotments and per capita payments altogether amounting to more than \$3,000,000, Commissioner of Indian Affairs Cato Sells has promulgated regulations for completing these payments during the coming month, the Creek equalization payment to be made by J. George Wright, commissioner to the Five Civilized Tribes; all payments and procedure under these regulations for Creek payments to be after consultation and in co-operation with Judge R. C. Allen, tribal attorney for the Creek nation of Indians; the Chickasaw payment to be made by Superintendent Dana H. Kelsey after consultation and in co-operation with Hon. Reford Bond, tribal attorney for the Chickasaw nation of Indians, and the Cherokee payment to be made by Superintendent Kelsey after consultation and in co-operation with Hon. Houston B. Teehee, probate attorney for the Cherokee nation of Indians.

Commissioner Sells has also directed Superintendent Kelsey to detail the field clerks of the Five Civilized Tribes to points where these payments will reach the Indians, that the Indians receiving this money may be fully protected from every immoral or other influence which might result in their being defrauded or over-reached in any way.

## Union Agency Consolidated.

A newspaper dispatch of September first says: The consolidation of the offices of commissioner to the five civilized tribes and superintendent of the Union Indian agency, the two most important Indian positions in Oklahoma, went into effect Tuesday, but was attended without a single formality.

Dana H. Kelsey, who has held the office of superintendent of the Union agency for several years, remained at his desk and assumed the duties of superintendent of the five civilized tribes, the new position. J. George Wright, who has been commissioner for an even greater length of time, also remained at his desk and assumed full charge of the sale of the segregated lands and the Creek equalization payment. These two men will remain in office for only one month and by that time it is believed a successor will be appointed and the position will be really consolidated.

## Chilocco Items of News

Miss McCormick spent her leave with home folks at Enid, Okla.

Mrs. Louthan visited Pawnee and Guthrie during her leave of absence.

Miss Underwood visited relatives in Kansas City during her vacation.

Miss Tooker had a good visit at her home, Laclede, Mo., during August.

Mrs. Johnson and son Roland spent three weeks this summer at Neosho, Mo.

Mr. Wilson and his family spent his vacation period visiting his parents at Lawrence, Kans.

Mr. A. E. Schaal, our popular chief clerk, spent a week with his brother at Bluehill, Kansas.

Miss Katherine Krebs spent her vacation at the famous health resort of Kansas—Gueda Springs.

Mrs. A. B. Iliff spent part of the summer with relatives at Dodge City, Kansas, and Fort Lewis, Colo.

Mr. Addington, our harnessmaker and band leader, spent three weeks in Oklahoma City this summer.

Mr. Isaac Seneca, with his family, spent some of his vacation in Pawnee, Okla., the guest of his sister.

Mr. and Mrs. Jones report a very pleasant vacation, spent at the home of her parents in Chickasha, Okla.

Mr. and Mrs. Moses had a fine vacation trip to Kentucky, stopping enroute in Kansas City and Chicago.

Mrs. Carruthers spent her vacation in Virginia, the guest of home folks. Sophia Enriquez accompanied her.

Mr. Smith, our nightwatchman, passed his vacation period with his mother in Moberly, Mo., his old home town.

Miss Dunster had a pleasant vacation in Wisconsin visiting home folks. She also attended the Tomah institute.

Dr. and Mrs. White spent their annual vacation at Glen Haven, Colorado, where they kept house in a log cabin near Long's Peak.

Mr. Frederick, our nurseryman, who was an instructor at the Flandreau institute, reports a nice trip up there connected with some hard work.

August was the most quiet month the writer has experienced at Chilocco. Owing to the Institute being in July most the employees had to get in their vacation during August, which left less than usual here during that month.

Mr. O. E. Berninghaus, a prominent artist from St. Louis, was a visitor here this summer, coming to see Miss Miller, who is a relative of his.

Word reaches us that Mr. Carner, one of our old employees, has been reinstated in the Service as superintendent of construction at Western Navajo.

Frank Knight, class of 1914, has been appointed disciplinarian of the school at Poplar, Montana at \$720 per year. He should, and doubtless will, make an excellent employee.

Francis Chapman, one of our Chilocco young men who is making good, has been reinstated in the Service. He is at Pine Ridge boarding school, his old stamping ground.

Dr. Wm. Detweiler, field dentist, spent several months at Chilocco this summer making a survey of the pupils' teeth and doing dental work where necessary. He was accompanied by Mrs. Detweiler.

One of our former employees, Mr. W. N. Sickles, late of Lac du Flambeau, Wis., will go on his Arizona ranch in the Salt river valley about October first. He resigned as superintendent at Lac du Flambeau.

Chilocco students present during vacation usually held a campus sociable each Saturday evening at which home-made ice cream or watermelon was served. Several pleasant evenings were also spent inside, where music and games predominated.

Miss Hylton, our domestic art teacher, was detailed as an instructor at the Riverside, Chemawa and Santa Fe institutes. She reports a pleasant time and that all these institutes were successful ones. She spent part of her vacation in the western country.

Alice Williams, Chilocco '14, in writing the JOURNAL states that she is busy putting up fruit and otherwise helping her people, who live near Ft. Cobb, Okla. She said she was housekeeper while her folks worked in the field. She gives the information that corn was a failure in the immediate neighborhood and that cotton would be short on account of the dry weather.

Following is an item in School and Home regarding one of the Chilocco graduates: "A few Apaches and Kiowas were at the home of Mr. and Mrs. Tennyson Berry last Friday for a sewing meeting. Several quilts were tied off. Mrs. Berry served a good farmer's dinner of corn and other home-raised food, with good light bread and cake, which she had made in the home."

Chilocco continues to grow. The Santa Fe this summer added a third agent to its Chilocco station, which now is an all-night all-day station. Twenty-five to thirty trains a day on this popular road was a usual thing during the rush season the past summer. It might be added that ninety-pound rails have been laid through Chilocco and the roadbed otherwise put in the best possible condition.

Chilocco, despite the destructive spring frosts, had some fine peaches and quite a nice crop of grapes. The apple crop will be short. Our watermelon crop, while smaller than some years, was excellent in quality. The melons were enjoyed by the students, who ate them by the wagonload.

Word comes to us that Charles Gibson, who was in our printing department last year, has been working all summer with the Shawnee News, at Shawnee, Okla., as pressman. His employers send word that he is an excellent workman and doing good work. Stay with it Charles—and succeed—we're for you.

As we go to press everything is being made ready for the opening of school September 14th. The pupils have been requested to arrive sometime during the week of the seventh. The school will open with practically a full attendance, for a large number have been unable to receive admission because of a full enrollment.

James Miles (Agapitus James) is visiting friends on the reservation. He is now employed as assistant engineer at Fort Defiance, New Mexico, where he has charge of the plumbing, electrical engineering and ice-making. James has made good since finishing his course at Chilocco School. He has been steadily employed, now receiving a salary of \$720 per year, and he has saved his money until he has a nice bank account.—The Nez Perce Indian.

Work was commenced this summer on a new well, from which we hope to get a valuable supply of water, which for years has been badly needed at Chilocco. The well will be thirty feet in diameter and thirty deep, when finished. It is being dug up back of the orchards, to the east of the north end of the lagoon. There used to be numerous springs here, and the testing hole showed 17 feet of water—the quality was splendid. Every indication now points to a plentiful supply of good water for future use.

Charles McGilberry, a member of last Year's graduating class, has been chosen by Mr. Rodman Wanamaker, the Philadelphia philanthropist, as one of two Indian Young men whom he will put through preparatory school and then Princeton University at his own expense. Charles is a member of the Choctaw tribe and a young man worthy of such opportunity. Chilocco has faith in him and believes he will measure up to the opportunity in a way that will bring both honor and credit to him and to his Indian alma mater. He visited Chilocco on his way East to Mercersburg Academy, Pennsylvania, where he starts in school this month.

#### Chilocco's New Dairy Barn.

The Traveler here presents a view of the Chilocco new dairy barn, probably the best barn of its kind in either Oklahoma or Kansas. It is strictly modern in every way, the floors and walls up to the second floor being

of concrete and the rest of frame construction. It will accommodate one hundred head of stock and store the necessary feed for the same. The capacity of the feed space is three hundred and ten tons. The barn was erected entire, with the exception of the two silos, by students of the school, working under the instructors in their departments. The plans were drawn by Mr. Iliff, superintendent of industries at the school after consultation with various dairy experts. Superintendent Allen, who is no mean farm man himself, having graduated from Manhattan, has evidently made a record in putting up this great barn and milk house for the economical cost of \$6,435.70, a sum so reasonable that after a general inspection of the barn farmers and experts seem to doubt the statement, or the source from which it comes. Surely it is a fine barn and greatly adds to the schools already fine equipment.—Arkansas City (Kans.) Traveler.

#### Dr. White Promoted.

Chilocco is called to mourn the departure, near at hand, of Dr. and Mrs. White, physician and teacher respectively, while it rejoices in the recognition accorded the Doctor in his promotion to the superintendency at Lac du Flambeau, Wisconsin. For more than three years these two have been intimately associated with us and they have given themselves unstintedly to the interest of the institution. Service of such high character deserves reward, and while the rewarding of it hurts here we are glad for them. Mrs. White will either enter the school room or the office at Lac du Flambeau to continue her excellent work.

#### Death of Mr. J. W. Reynolds.

Mr. J. W. Reynolds, who for many years was engaged in work in the Indian Service, died in Camden, Ohio, June 20th. He held various places of trust and responsibility during his service with Uncle Sam in the Good Work and leaves many friends who remember him as a courteous gentleman, ever ready to do his part. THE JOURNAL has published several things from his pen regarding the Indians.

#### The Navajo Fair at Shiprock.

The Navajo Indian Fair and Carnival, to be held at Shiprock, New Mexico, will be held this year September 17-18-19. A general exhibit of stock and farm products and Navajo blankets will be made. A feature of the fair will be the free Navajo-grown watermelon feast for everyone attending. At this annual meeting, under the supervision of Superintendent Shelton, a general exposition is made of the progress attained by this tribe of Indians and an effort shown to acquaint the whites with what the Navajo is accomplishing. The fair is also intended to stimulate increased interest in agricultural activities throughout the reservation.

## A NATIONAL CONGRESS OF INDIANS.

EARLY in the coming month of October the progressive and patriotic Indians of the country will hold a national conference at the University of Wisconsin, at Madison. Under the leadership of Indians who have attained high positions in modern American life, Indians of all classes, from the tepee dweller to the dweller in marble halls, will meet with their white friends to discuss the destiny of the Indian race.

The Madison meeting will be under the jurisdiction of the Society of American Indians, a national organization of Indians and their friends that has attained not only country-wide prominence but a standing in Europe as well. The Indians and their friends were invited to Wisconsin's great university through the interest of President Van Hise and through the Wisconsin State Historical Society.

The program as announced will embrace many vital discussions and the speakers will be men and women who have expert knowledge of Indian affairs as well as of the principles of race development. Among the speakers are Hon. Gabe E. Parker, Register of the U. S. Treasury, a Choctaw Indian; Dr. Sherman Coolidge, President of the Society; Dr. Carlos Montezuma, an Apache and a well known Chicago physician; Gen. R. H. Pratt, founder of the Indian School System; Dr. Charles Van Hise, President of Wisconsin University; Rev. Henry Roe-Cloud, a Winnebago and a Yale graduate; Father Phillip Gordon, a Chippewa Indian who is an ordained priest; William J. Kershaw, an attorney and a Menomine Indian of Milwaukee; Dennison Wheelock, an Oneida and a lawyer of West Depere, Wis.; Stephen Jones, Indian Y. M. C. A. secretary and a member of the Santee Sioux; Mathew K. Sniffin of the Indian Rights Association, and many other Indians and white citizens who are interested in Indian welfare. The date of the conference is October 6-11.

This meeting will be the fourth annual conference of the Society of American Indians. Last year the conference was held at Denver University. Each year the Society adopts a platform setting forth the fundamental needs of the race, as well as mentioning such specific matters as seem of unusual concern. The Society tries to get at the root of matters and then embodies its conclusions in bills submitted to Congress. The Society was found-

ed at Ohio State University at Columbus, and owes its existence largely to the interest and inspiration of Prof. F. A. McKenzie of the Sociological Department of that university. Two conferences have been held at Columbus. The tenor of the Denver meeting may be known by a final quotation from the third platform: "We realize that hand in hand with the demand for our rights must go an unwavering desire to take on new responsibility. We call upon our own people to lay hold of the duties that lie before them, to serve not only their own race, but to serve all mankind." The theme this year is, "To the American Indian let there be given Equal Opportunities, Equal Responsibilities and Equal Education." The Society headquarters is in the Barrister Building, Washington, D. C. At this office is published the Society's "Quarterly Journal", a unique magazine that has a wide influence in Indian matters. All persons of Indian blood and all friends of the Indian are eligible to membership in this Society. Indeed, membership in the Society is considered a badge of special honor by men and women of both the white and red races. It is a form of patriotism that has the "make good" ring in it.

## Chilocco Institute a Real Success.

Following the JOURNAL prints a letter received by Superintendent Allen from Supervisor Peairs in regard to the work and cooperation of Chilocco people during the institute held at this school this summer. We publish it so that all the employees may know that their assistance and good will were not only noticed, but appreciated.

Chemawa, Oregon,

Dear Mr. Allen:

August 3, 1914.

I have been so extremely busy and have been on the road so much since I left Chilocco that I have scarcely had any time to write letters at all. I have just a little time this morning and I want to take the opportunity to express my sincere gratitude to you and your associates at Chilocco for the hearty and very efficient co-operation in making the Chilocco Institute a real success. Your preparation for the care of the people and the institute work was almost perfect, it seems to me, and the spirit which you and your associates showed was simply splendid.

It has been worth while to have given so many years in the Indian Service to simply have had the opportunity to be associated with those who are so sincerely and deeply interested in Indian education.

I wish, when you have the opportunity, you would express my heartfelt gratitude to all of the people at Chilocco for their splendid cooperation during the Institute.

Sincerely yours,

H. B. PEAIRS,  
Supervisor of Schools.

### THE FLANDREAU INSTITUTE.

JUST before going to press the JOURNAL received delayed reports of the Flandreau Summer School, held at Riggs Institute, the Indian school at Flandreau, S. D., which convey the information that this Summer School was also well attended and very successful. We have not the room to give these reports in full but herewith publish some paragraphs from the Moody County Enterprise, the Flandreau paper, which reported the Institute in full:

The summer school in session at Riggs Institute has been very successful in the matter of attendance and advantages offered to those who enrolled in the classes and were present at the evening entertainments. Several from town have taken advantage of the opportunities offered in class work, the subjects of penmanship, lace-making and domestic science having especially attracted a number of our townspeople. The group games and athletics are also interesting, all the departments being in charge of efficient instructors.

The music at the evening programs has been very enjoyable, the orchestra and band made up from among the summer school attendants being especially good.

The lecturers were as follows: Dr. Thomas J. Potter, Sioux Falls, subject, "Looking Both Ways." Prof. Dexter D. Wayne, principal of the Department of Agriculture, University of Minnesota, subject, "How Life Educates." Prof. George N. Bauer, University of Minnesota, subject, "The Making of the Stars," (astronomical). President E. C. Perisho, South Dakota College of Agriculture, subject, "Conservation of Natural Resources." Henry A. Larson, Chief Special Officer, subject, "Liquor Suppression." Prof. J. A. Larson, South Dakota College of Agriculture, subject, "Dairy Husbandry."

The sessions of the institute will close Saturday. All who attended have enjoyed all the meetings and the class work. The afternoon conferences have been especially good. The music at all the entertainments has added to the enjoyment of the occasions.

Supt. Peirce and Clerk W. A. Harris, aided by the teachers and employees of Riggs Institute, have greatly assisted the visitors in becoming acquainted and feeling at home during their stay at Flandreau.

Supervisor of Schools H. B. Peairs has been assisted with the work of the summer school at this place by John B. Brown, supervisor of Oklahoma Indian schools.

The total enrollment is 180 which includes the employees of Riggs Institute and several ladies in the city and surrounding country who are taking instruction in domestic science and art.

### 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, 8:25 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, 9:27 a. m.; No. 607, 4:25 p. m. Stop on Signal.

NORTHBOUND—No. 608, 11:13 a. m.; No. 612, 6:32 p. m. Stop on Signal.

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