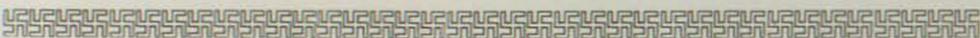


The Indian School Journal

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An Illustrated Monthly Magazine About Native Americans



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INTRODUCING ENGLISH INTO THE INDIAN HOMES*

BY MRS. L. A. RICHARDS



Mr. Chairman, Teachers:

It gives me great pleasure to be with you this morning.

I think of the work that each of you has done since September 1st. From experience I know of

the many times you have had to call on your stock of patience to tide you over a seemingly insurmountable incident.

But by patience, and devotion to your work you conquered.

Mr. Chairman: I shall presume in my talk this morning, that in assigning me this subject, you took a broader view of the word English than the mere learning a few English words. I have presumed, as you will learn from my talk, that you had in mind, English ways of managing a home, of ordering their lives in the home, of seeking to add to their acquired knowledge:

In view of these presumptions my hearers will understand why I shall not say much of my school work.

Our Chairman has prefaced my talk by telling you of some conditions he found at Pueblo Zia when he visited there shortly after I left there. I take this opportunity to thank him for he opened the avenue for me by this.

When he said to you he wished me to tell of the method I used to secure these ready responses that he got in every home at Zia; I thought: I can not tell for I had no method. I am exceedingly gratified the Zia people have not forgotten their instruction along that line.

Previous to going into Day school work, I had been several years in the —Boarding Schools. I thought I knew —something of the needs of the Indian.

When I went into the Pueblo I found I knew nothing about them. For a month I was like a ship at sea, without chart or compass. I saw a great work to be done, but where to begin, or how? I could see no solution to these

*An address given before the Indian Section of the New Mexico Educational Association at a recent convention of that body.

questions. I thought I would resign, for on account of conditions I could not do creditable work in the school room.

One evening I took myself into a severe self-examination. I asked myself: Do you realize what a great work it is to educate a human being?

Now here is a people who has learned from only the one chapter of that great volume.

The chapter of Nature has been their teacher. Their heritage from the ages is a heritage from the study of the same chapter. It is time they begin the chapter on Science and learn some of the Beauties of Science. Begin with the science of good home making; the science of living clean lives; the science of good citizenship; the science of good government.

Their brains are of good matter as mine, they only differ from mine in convolutions on account of the difference in their heritage.

I said, I will go among them to lead them through this dark alley from their way to my way. I will not drive them. I will arouse in them a desire to know, to add to their own knowledge.

Never trying once to break down or destroy, but to inculcate new and different ideas.

It shall be my aim to be among them as often as possible—never once having any race prejudice. When I brought myself to this understanding and, realizing that I was not there to carry out anybody's theory but there to meet conditions that I found there, I began to take real pleasure in my work.

Soon after taking charge at the Zia the great San Francisco earthquake occurred. I was taking the "Omaha Daily Herald," which gave a very graphic account of the great catastro-

phe. It had many pages given up to pictures of fire and the ruins of that great city.

That evening before dismissing my school I told the children to tell their parents to come to my house that night, I had something to tell them—nearly all came. I told them and read to them of the sad thing which had come to the city. I showed them the pictures. They took the papers and gathered in groups and looked at the pictures; when they came to one they did not understand they would ask me to read about it to them. The next night others came and asked to see the pictures and hear the reading.

A few weeks after that, the Annual Feast in a neighboring Pueblo took place. A great many of the people of Zia went. When they returned one of the most backward men in the village came to my house at once, his face beaming, and told me, "Those Indians had not heard of the earthquake until we told them."

He drew my attention to the fact that they had a teacher and that they were much nearer the railroad than we are at Zia. He said, "Now we want you to read that paper to us every night." Of course a good deal of explanation was necessary when that request was made. I found it necessary to systematize those readings, but they were never abandoned in the nine years I was in the village. The Indian men learned to look for the market reports, especially hay, grain and stock. One morning one of the men came running to my house, seemingly in a hurry. He said, "Mrs. Richards, what is the price of hides?" I smiled for I had no knowledge as to the quotations on hides—had not noticed them for years. I began to tell him of some local dealer—"No," he

said, "Where is your paper? I want to know the price in Kansas City."

I found out soon after, that a local buyer was in the village at that time. The price he offered did not suit them—they figured on what he offered and freight rates, and a good profit and then refused his offer. When we were done with the papers we gave them out to the returned students and to others who could read some.

The Sunday edition of the paper before mentioned, has one page called the "Childrens' Page." It is taken up entirely with childrens' letters to the editor. The subject matter of those letters is just such as will interest young children in school. That edition came to Zia Wednesday afternoon. Thursday afternoon, in school, was given over to reading those letters.

As many as could read would read one or two of those letters. Sometimes a child would ask to cut out the letter he or she had read and to take it home to read. One week a letter came in the "Childrens' Page" from a boy in Dennison, Iowa, describing a kite he had made and speaking very highly of its flying ability and of its fine appearance while in the air. The boy gave his age as 13 years. The Indian boy who read the letter was about the same age.

He asked me if he might write to the boy and ask for a pattern of the kite. I was delighted with the idea. He wrote to the boy, told him he had read his letter in the Omaha World-Herald; that he was an Indian boy 13 years of age, he was in school, third grade. He asked him if he would send him instructions as to how to make the kite.

Very quickly came the answer, addressed to the boy, which made him very proud.

Many letters were exchanged between those boys. Many boyish subjects came up in their letters. He sent the pattern for the kite and very plain instructions as to relative weight of the material for different parts. But we never got one to fly. But finally a visit from the boy in Iowa was planned, when a kite was to be made. When that visit was in prospect there were great preparations at that home for the entertainment of their boy's guest. The father thanked me again and again for allowing his boy to write letters to Iowa.

The boy did not come but he wrote a long letter about kites; said he and his brother each had a kite. His was red, white and blue; his brother's was orange and white and that he called it "The Golden Eagle." He asked him to let him know how he succeeded and what colors he selected and what he named his kite.

He said the kite was patented so he could not make one, only for his own use. That led to telling old and young in regard to patents, and patent laws.

My people and I were just neighbors. They borrowed of me just as white neighbors would have done—they understood they must pay what they borrowed—not once in all the years did they fail to pay. I often borrowed from them, sometimes from necessity, sometimes to show a neighborly spirit.

The men of the Pueblos are away from home often, they see things and hear things other than the happenings of their own village. The women are great home-bodies. They are very much afraid of making a mistake in speech.

One day one of my women was at my house. I was very busy writing something necessary to go out on the mail in about an hour. I excused my-

self to her and motioned her to sit near my desk where I was writing.

A catalog from a large Mail Order House lay on the end of the desk near her. She took it to look at. I saw she was much interested in it. I finished my work—then I sat down by her. She asked me the names of various household articles. I told her and showed her how to find the price. I asked her if she would like to have a book like that.

She said she would. I sent her name with a number of others to the House requesting a catalog for each. The day they came it took extra help to get the mail across the river. I am sure the local merchants lost nothing by the service of the catalogs to the Indians. They learned the names of the household conveniences and what the price should be.

I am willing to say, that the many little conveniences that are in the Zia homes today came through the influence of those catalogs.

They learn to spell, to compute, to write by reason of having them. After a very little showing a return student could make out an order. A man brought a catalog to me from another House, he showed me the same article in both books but very different prices. I told him that quality should regulate the price and if he had the two articles together he would understand. He said, "Maybe one wants to make more money than the other."

Many times while we were looking over the prices of the pretty laces and ribbons the girl or the woman has told me of her life—perhaps a returned school girl would tell me what a disappointment her life was to her, caused by customs and superstitions

which the older Indians guarded with care. This enabled me to work unostentatiously against those things.

In time of sickness is a time teeming with opportunities for introducing English in the home, both words, phrases and activities. Such expressions as "keep her quiet," "give her plenty of fresh air," "bathe her face," "give every hour." They soon learn to use them as well as to do.

When being around the sick never once did I allow myself to say "you must." I preferred to say "do you not think it would be well to do so and so?"

But once, did I find any opposition to my suggestions for the sick. That was from a medicine man, who afterward told me I was right.

Ever afterward he was a staunch friend and a great believer in our white Doctor, no other could do for him.

First and most important is to get their confidence. You can not do it by any spurious article of friendship. Do your work unassumingly. Make them feel that what you are doing is an act of friendship not a desire to change them to our ways. Do not teach them in their homes as if they were children.

Respect them as people of mature minds—a thinking, reasoning people. Be ever the same to them under all circumstances. Enter into their lives so far as is consistent with the work we must do for them and with them. Build on that which we find is good, and there is much of it. Persistently, but kindly, combat the bad. Give them bits of current news daily, or as often as possible. Give the women special attention, trying all the time to enlarge their mental horizon.

THE ADAPTATION OF THE NEW COURSE OF STUDY TO THE SMALLER SCHOOLS

BY FRED M. LOBDELL

COOPERATION, uniformity, co-ordination and reorganization are the principal factors to be considered in the adaptation of the New Course of Study for the schools of the Indian Service. It is unquestionably ideal for the non-reservation school with practically no modification.



Considerable that will be required of those in charge of this work in the smaller schools of the Service, to make it applicable to the many and varied conditions existing. A few of which are enumerated and must be given due consideration in the adaptation of this New Course of Study to get the best results.

(a) The lack of regular attendance and the great number of small children found in the reservation schools, require more work on the part of the employees and in return contribute but a small amount in the general maintenance of the school.

(b) The male industrial positions authorized usually consist of two or three classified positions; namely, farmer and general mechanic, or similar positions. The minor industrial positions such as disciplinarian, engineer, gardener, assistant farmer, etc., are carried on the pay-roll as laborers at \$25 per month, and with few exceptions are capable of rendering \$60 per month service as vocational instructors, while most of the non-reservation schools, as a rule, have a specialist for each vocation.

(c) Individual teachers that have from three to four grades to teach, cannot encompass the scope that the teacher of the non-reservation school will do with but one or two grades assigned to each.

(d) Schedules must be arranged to accord with the special abilities of each of the several employees of each individual school.

The following schedules have been prepared to meet these conditions that in a great measure do not exist in the larger schools, but for which due provisions have been made for the smaller schools.

One will observe that the time element has been arranged to conform with the general practice in vogue; monthly change of industrial details.

The average school with a capacity of one hundred or more pupils has approximately from twelve to fifteen prevocational pupils of each sex. In many of the schools of this class the average age of the pupils will not exceed ten years.

By way of explanation of the following schedule for girls' prevocational work, A 1-4 represents four girls of the third year prevocational. The number four has been used as a number of convenience. The number cannot be decreased to carry out the schedule but may be proportionately increased. The same applies to divisions, B, C and D. B 1-4 represents the second year prevocational, C 1-4 represents the first year prevocational, D 1-8 represents the primary pupils over ten years of age that are assigned on industrial details, and this also includes the irregular attendants. The "D" division is held over as a reserve. The numbers at the top of each column represent the ten months of school session, from September to June. Notice will be taken that the matrons, or assistant matron will have direct supervision over the classes in housekeeping and nursing, in which each girl will receive one month's instruction for each of

the three prevocational years. The same amount of time is assigned to the classes in laundering and poultry raising under the direct supervision of the laundress. Eight weeks work in sewing is assigned to each girl for each prevocational year under the direct supervision of the seamstress. From twelve to sixteen weeks' work each prevocational year in cooking under the direct supervision of the school cook, or baker. All of this work to be under the general supervision of the matron. The above female industrial positions are usually found in nearly all reservation schools.

The first numbers to the left of the subject to be taught, or preceding, represent the smallest relative number of girls assigned to each class, and may be increased proportionately as pupils are available. The numbers following the subjects to be taught represent the approximate number of weeks assigned to each subject. The "overflow" of divisions A, B and C, and the irregulars and primaries that constitute division D, may be assigned with the discretion of the matron where most needed.

the close of the third year the required amount of instruction assigned, including seasonal work.

In regard to the boys' prevocational instruction, a similar scheme may be devised. The schedule that follows is the seasonable work arranged in accordance with the time element. Each subject is followed by the position of the employee who is to act as instructor.

Sept.	Plant Production	Farmer
Oct.	Painting and Masonry	Gen'l Mechanic
Nov.	Carpentry	Gen'l Mechanic
Dec.	Dairying	Farmer
Jan.	Farm Engineering and Blacksmithing	Gen'l Mechanic
Feb.	Stock Raising	Farmer
March	Farm Implements, Roads, Lawn	Farmer
	Shoe and Harness Repairing	Gen'l Mechanic
April	Plant Production	Farmer
May	Plant Production	Farmer
June	Plant Production	Farmer

This plan should be modified to meet local conditions, school environment, kinds of equipment and qualifications of employees.

It may be added that the essential factors that will produce the best results

	1	2	3	4	5	6	7	8	9	10			
1. Housekeeping	4	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	Matron	1st. yr. Prev.
1. Nursing	4	A2	A3	A4	A1	B2	B3	B4	B1	C2	C3	Matron	C1-4.
1. Laundering	4	A3	A4	A1	A2	B3	B4	B1	B2	C3	C4	Laundress	
1. Poultry-raising	4	A4	A1	A2	A3	B4	B1	B2	B3	C4	C1	Laundress	2nd. yr. prev.
2. Sewing	8	B1	B1	B3	B3	C1	C1	C3	C3	A1	A1	Seamstress	B1-4.
4. Cooking	12	B2	B2	B4	B4	C2	C2	C4	C4	A2	A2	Baker, or Cook	3rd. yr. Prev.
to	16	C2	C2	C2	C2	A2	A2	A2	A2	B2	B2	Cook	A1-4.
		C3	C3	C3	C3	A3	A3	A3	A3	B3	B3		
		C4	C4	C4	C4	A4	A4	A4	A4	B4	B4		Irregulars and Primaries.
2. Reserve	2	B3	B3	B1	B1	C3	C3	C1	C1	A3	A3		Asst. Matron or Matron.
Special Work		B4	B4	B2	B2	C4	C4	C2	C2	A4	A4		D1-8.
8. Irregulars and Primaries													D1-8.

It is obvious that the sewing of division "A", cooking of division "B", house-keeping, nursing, laundering and poultry-raising of division "C", not completed at the close of one year will be assigned and completed at the beginning of the next year. By following up this scheme, each girl of each division will have received at

must be the hearty cooperation of all employees, regular attendance encouraged by superintendents, close supervision of instructors by principal, punctuality, promptness and accurate reports by individual instructors.

The academic work of the six grades of the smaller schools is usually conducted

by not to exceed three academic teachers and usually two. With three teachers in mind, the kindergartner has her room filled to utmost capacity with first grade pupils, the beginners, the primary teacher has the second and third, or primary grades and the principal teacher has the fourth, fifth and sixth, or the prevocational grades, which requires the combination of two grades in one section. The program below for fourth and fifth grade work is adapted from the 4th B grade schedule recently in vogue at Carlisle, arranged for alternate study and recitation periods, and will be applicable for any of the smaller schools.

We are using this program for fourth

and fifth grades with slight modification in order to include the gardening work, supervised by the class room teachers, during the months of March, April, May and June. The afternoon period of each session from 3:15-4:00 is devoted to individual pupils' gardens and the work assigned to this period in the above schedule taught during evening hour.

These plans are still in the experimental stage but appeal to me to be logical as well as psychological, and trust some benefit may be derived from their application, and hope thru exchanging ideas with other Service workers to improve the plan.

FOURTH AND FIFTH GRADES.

A. M.	P. M.	Subjects	Minutes		Study and Recitation Periods.
			a. m.-p. m.		
8:30-8:55	1:15-1:40	Monday—Music Tuesday—Current Events Wednesday—Assembly Thursday—Manners, etc. Friday—Civics	25	25	Combine grades.
8:55-9:15	1:40-2:00	Conversational and other oral exercises	20	20	Combined classes.
9:15-9:35	2:00-2:20	Reading	20	20	Alternate recitation and study periods.
9:35-9:55	2:20-2:40	Spelling (M. W. F.) Language (Tu. Thu.)	20	20	Alternate.
9:55-10:05	2:40-2:50	Breathing exercise	10	10	Combined.
10:05-10:35	2:50-3:15	Arithmetic	30	25	Alternate.
10:35-11:00	3:15-3:35	Writing and drawing (Alternate days)	25	20	Combined.
11:00-11:30	3:35-4:00	Geography (M. W. F.) Physiology and hygiene (Tu. Thu.)	30	25	Alternate.



“THE highest virtue consists of more than merely being good. It is being good for something; and good for something not to one's self alone, but to others and to God.”

INSPIRING AN INTEREST AND A SENSE OF RESPONSIBILITY IN OUR STUDENTS*

BY HOMER H. HILL



In order to teach students, we must be students; and to inspire interest we must be interested ourselves; then we will radiate an interest and enthusiasm.

To keep our students interested we must keep up with the times. I do not mean by reading the war news or the products of spring poets, but by learning of achievements in our own branch or field, especially, and how to apply them.

Each student having a personality of his or her own, of which there is no duplicate, gives us teachers, industrial teachers especially, a vast problem to deal with; both in helping the students to find the vocation which they can most naturally learn and, therefore, succeed in best and with the least expenditure of energy; and also in keeping them interested in this chosen vocation.

To discover this personality or disposition of some of our charges, is like chasing a German torpedo-boat—we know it's there and that is our only clew.

The quickest way, if not the only way, is to get him or her interested in some work and then we study his or her work, or product. If we know our students intimately, know their

character and ambitions—if they have any—we are in a much better position to help them, and in case they have no ambitions, knowing this will help us to deal with them so as to instill into them a desire to be somebody and to accomplish something in life.

Now we will go back to ways of getting them interested. If we were all expert on this score we could make more money in the "movies" than we can at Chilocco. So don't expect me to prescribe a remedy that will cure your disinterested pupils.

Here is my print shop plan and I would like your opinion of it. Of course, you understand, mine is an exclusively vocational department. This plan may not serve anywhere else, but I tell of it with the hope that it may suggest some idea to some of you, and also to get your opinion of it. At the print shop we have two trades, you might say, composition and presswork. In the larger cities they are two distinct trades, having separate unions. The mailers also have a union of their own. All work is definitely defined and each trade does its own work. While in the country towns a printer is usually reporter, editor, pressman and mailer. So I plan to find out where the boy intends to work, or would like to work, and instruct him accordingly.

We modeled this system after that of the Typographical and Printing Pressmens' Unions, as we hope to

*A paper read at a recent meeting of employees at the Chilocco School.

turn out workmen who will make good and enter those good organizations.

First comes the organization. The proprietors we will say will be Supt. Allen and the disciplinarians. The superintendent will be myself, as instructor. Then come the foremen, one for the composing-room and one for the pressroom; a foreman for each department on both divisions. Next come the chairmen of the chapels. (The chapel is the body of journeyman printers in a given office). The chairmen are elected by the chapels. The foremen are appointed by the superintendent, and the superintendent is usually a member of the firm. These are all union men and necessarily practical printers. Each of these positions, proprietors, superintendent, foremen and chairmen of chapels, carries a responsibility, and this responsibility, or authority, is clearly defined in all shops. We have the Typographical Union's "Book of Laws" for reference. The chairman is responsible for the conduct of the members of his chapel and must look after the interests of his union—here at Chilocco the interests of the institution.

The several foremen are responsible for the work, both as to its progress and quality, each in his own department.

The superintendent is responsible for the running of the whole plant, he lays out the work and provides the necessary material for its production.

As our boys finish the course and leave us others will have to be put in their places, thus giving an incentive to better work.

The fewer rules we have the less trouble we will have, and usually we can get better work.

Now, as you have an idea of the plan of the organization, we will next

see how it operates. Everything must be systematized so as to avoid confusion.

First we have a job ticket—a large envelope containing the copy and in some cases a sample of the job itself, if it is a reprint job. On the front of this envelope is given this information: Whom the job is for, address (for we do work for various agencies and schools), when promised, kind, color and size of stock, size of finished job (that is, in case it is to be trimmed), color, or colors of ink, and quantity to be printed. Then we have space for additional instructions both for compositors and pressmen.

All papers we have in stock are marked as to size and cost, and catalogues of type, papers, inks and, in fact, all material used in the shop, are where boys can refer to them.

In all modern printing plants each workman has a time ticket and is required to show just how long he worked on a given job and what class of work he did. He merely copies the number from the job ticket, putting it on his time ticket, and then shows how long he held it and what he did.

We do not propose to have a time ticket for all, but for those in their last year it would seem advisable, both to give them experience in keeping this record and also to enable them to become familiar with this phase of the work. The time ticket should not be used for all, however, as it is often necessary for a boy to set his job two or three times before making it satisfactory, or it is often necessary to give him instruction that requires time and should not be rushed.

Next, we should have plenty of work to keep all busy, for by keeping them busy we will keep their minds on the work in hand and prevent them from losing interest.

It is not always the least ambitious student who becomes disinterested, but oftentimes the boy or girl who sees the future and is grabbing at it, will lose interest if we are teaching antiquated ideas and ways of doing things, so if we are to lead the herd we must step lively and keep up-to-date. Some of the most ambitious become restless at times and want to go faster, they will even sacrifice the quality of their work in order to get through and move up a notch. To this type we must apply a martingale, but this type is rare. Our needs will consist mostly, so to speak, of check reins, spurs, quirts and in some cases a tractor, if not a howitzer.

If we are interested we discover ways and means of dealing with the various problems that confront us. This enthusiasm inspires us with new and original ideas also.

We must bear in mind that the world today, especially the world of commercialism, does not recognize nationality or looks, but only wants to know what we can do, and now-a-days this is not all—only half—it wants to know how long it will take us to do this thing. In some cases it doesn't matter how well you do a thing, but how fast. But those who want speed alone are not the substantial and lasting ones, so we must not teach speed alone. This class of shop or factory is usually of the type that works children and recognize no human laws and few state or national laws, consequently can not last. They will not allow their employees to belong to Unions, but prefer to deal with them singly, knowing that "Together we stand, divided we fall."

Speed has become a great factor in determining an employee's qualifications, and this is true in all lines.

Let us teach them that there are

eight hours in a day that a man should work and leave out all foolishness, for that is what they will have to learn before they will ever be able to hold a job that will be remunerative enough to provide the necessaries of life.

We have often heard the expression, "Don't watch the clock," but our boys must be taught to watch the clock, for at the present time workmen are required to show what they did every minute of the eight working hours of the day.

One of our duties, and I believe one that is essential to our success in preparing Indian boys and girls to compete in the vocations, is to instill into our students the fact that to make use of their knowledge to the best advantage they must get where there is a demand for the service which they have to sell. This, of course, applies to the trades more than to farmers, but also to farmers if their allotments are not fit for cultivation. The various reservations, as a rule, do not demand very much skilled labor, so if we are to turn out good tradesmen and have them make use of their knowledge to the best advantage, we must inform them of the fact that they will have to get out into the world and hustle instead of going back to the high grass sections. That, you see, is a point in favor of farming and stock-raising. Here is Gen. Pratt's philosophy, "To civilize the Indian, place him in civilization; to keep him civilized, let him stay."

We can't, all of us, make the world beat a path to our door, so we must build our door across a path that is already beaten, or at least blazed.

We must not be discouraged if we fail to produce a Webster, Edison, Sequoyah or Red Jacket each year. If the seed we are sowing does not seem to mature and bear fruit suffi-

ent to repay for the effort expended upon this generation, bear in mind that the greatest harvest will be reaped in coming generations.

To be able to keep our students interested we must be good disciplinarians. We, of course, want to make friends of all students. Few of us will be able to make friends of all; but if we strive to do the right thing by all, they will all be our friends before they live out their three score years and ten.

accustomed to having his every act, almost, regulated by others.

Even if he be one who is able to get the proper perspective of all things, these letters are cheering and inspiring if they show an interest.

Although I have never lived on a reservation, when I left school and tackled what to me were big things, these letters were certainly gladly received. They will prove a balm to any ex-student who is putting forth his best efforts to gain a livelihood

fruits of their teaching—the number of successful citizens they produce—for we get a different perspective of things after leaving school and bumping into them.

The new course of study will prove a big help to all of us in inspiring an interest and a sense of responsibility in our students.

Just one more point: We should keep up this interest in our students even after they leave school. Write them encouraging letters. I mean each industrial teacher, for it would be practically impossible for our academic teachers, as their classes are too large.

When a boy who has spent all of his time on a reservation and at one of our schools, leaves school and goes out to fight life's battles, out among conditions to which he is not accustomed, he finds many new things—good and bad, and he does not feel at home among them, for he has been

Bear in mind that a good many of our students have parents who would object to their leaving home in the first place, and that the letters the parents would write would, in many cases, be a detriment to their progress. It will be necessary, too, to take the initiative in this letter writing, for Indian boys and girls are, as a rule short on talk, but long on silence. This is the worst obstacle we have to contend with in teaching them.

If someone of the Ponce de Leon disposition would search out a fountain of age, instead of a fountain of youth, a fountain in which young people, by bathing, might see things from the experienced point of view, it would solve the problem of "How to keep our students interested," but until this is found we shall always have the light-hearted, and a few even light-headed, pupils to deal with. But to be optimistic, this gives us something to think about, and to do, and to be paid for.

"**W**HEN you've work to do, boys,
Do it with a will;
Those who reach the top, boys,
First must climb a hill."

DEVELOPMENT OF GARDENING AMONG INDIAN PUPILS

MRS. ALICE G. DWIRE,

Day School Teacher at Taos Pueblo, New Mexico

IN THE *Albuquerque Journal*

HOME gardening by pupils of the day schools, while not all roses for the teacher, nevertheless does furnish some prized beautiful roses as well as many ugly, annoying thorns.



I shall not attempt to tell in detail how we laid out the gardens, how we prepared the ground, nor our methods of cultivation. All such useful

information, together with a lot not useful, but rather misleading, we find in books on gardening. It is rather the wish of my superior officers that I tell how we interested the pupils, how we gained the attention and help of the Indians, how we initiated and carried on the surprisingly helpful educational industry.

The Taos Indians are very conservative and cling to their old ideas tenaciously; but they are very fond of their children. The surest and quickest way of reaching the home is through the children. Had we gone to the Indians and asked them to make gardens for the children, or give us land for the children's gardens, they probably would have thought that we were trying to usurp their authority, and might have politely told us to attend to our school teaching and they would take care of their farms. But we began in the winter to interest the children in gardening. We used seed catalogues to teach the names of vegetables and flowers. The pictures were bright

and attractive and helped in language lessons.

Children, near spring time, are hungry for a change of diet, so the peas and beans in the catalogue looked very attractive, and soon all wanted to copy them in colors. We planned imaginary gardens, letting each one tell what they like best to eat. These gardens were drawn on the blackboard, and the vegetables placed in rows. Then all were anxious for spring to come so that the real seed could be planted in the real garden. The tools we used in the garden—the spade, the rake and the hoe—were brought into the schoolroom, their names and use learned. All children are interested in growing things. The seeds planted in window boxes were watched with great interest and it was a time of great rejoicing when the first little green peeped through.

After the pupils became familiar with garden terms and garden products the question of the selection of garden plots was considered. It was not an easy matter to take up, since Pueblo children are very shy about talking of their father's lands or possessions. However, after days of effort, we were able to locate imaginary garden plots with the understanding that they were only play-gardens. We then began to talk about the soil; how to keep the moisture in the soil and how to irrigate. We experimented with different kinds of soil in our window boxes and also tested seeds to teach germination.

Children are very apt to talk about the things that interest them. Naturally they talked gardens and soils and vegetables to the family at home. When any of the fathers, or mothers, or big brothers, or sisters, came to visit the school, they were shown the plants in the window boxes, and the interest of the children was carried home.

In the early spring an evening entertainment was given at the school, attended by the parents and returned students in which gardening was the principal feature. A spelling test from the garden vocabulary was given and a garden play acted in which there was a great deal of lively singing. While the parents were showing their enjoyment of the evening and their happy pride in their children we told them about our plans for home gardens for the children, backing up the enterprise by the announcement that the day school inspector requested them to give ground to the children for school gardens at home. To further strengthen our cause, we told them that the superintendent also wanted this work to be done, and the honorable commissioner of Indian affairs would consider our success in home gardens a decided credit to our pueblo.

When we began to give the seed to the children and do the real work of the garden planting, we found that they could not all have their gardens the size and shape they had planned. But this disappointment only furnished us an opportunity to teach the important lesson—to make the most of what we have and adapt ourselves to circumstances. One little girl had a long, narrow strip outside her father's corn field. She had to arrange her rows differently from her plans, but had a fine garden. Nearly all of the gardens were on new land, brush

being cleared off and a new plot of ground cleaned up for each child. Where there were two or three children in the family their gardens were separate. They were sometimes adjacent but more often were quite a little distance apart.

All the spring it rained nearly every day in the afternoon. The gardens were made late, and we did not get to visit them while it rained. When pleasant weather came, and we began to go afternoons to see the gardens, we were surprised at the pleasure we derived from our walks. We usually took the whole class. In this way they learned by observation and comparison. In one garden, if the rows were not as straight as in some others, they all noticed it. Each child in turn would show his or her garden with pride and with a feeling of ownership, but if a weed was spied the pupil would hasten to pull it out before the visitors saw it. When the garden was near the house the mother would come out and go around with us. We talked about the vegetables, which ones we cook, how to serve lettuce and many other things. Often, when we were walking along the road, we met Indian men who were interested and would stop to know what we were doing. One man, when I told him that we were on our way to see his son's garden, said: "Wait till to-morrow." He wanted to be home to show us around. We waited and when we went the next day he was very proud to show the garden.

Indian children belong out of doors. When we get out in the open air and are doing something, they seem to forget to be shy, and they talk and tell things. So on our walks to visit gardens they spoke English to me, showed me birds' nests, gathered flowers and made the walks very en-

joyable, besides furnishing material for language lessons the next day.

The best of the boys' gardens was that of a first grade boy, who is in the first grade only because he is too large to be in the primary. In the school-room he was a failure, in spite of all that we could do; yet his garden was a success in every way. It comprised two plots. One was L-shaped, the other a triangle lying between his house and corral. He had spaded the ground to the proper depth, raked and worked it over and over again until it was in perfect condition, and then laid out the plot for irrigation and planting with the skill of an artist. The second time I visited his garden nearly all the seeds were up and the plants were making the most rapid growth of any. The boy was the happiest person in the pueblo except his delighted mother. He had found a place in the school work where he could excel. Were this fiction I would have the boy now making rapid progress in all of his studies, but, alas, I am telling the truth, and he seems just as dull in school as before. However, I have found that he is interested in his garden, and I hope, by using garden English, he will do more in school than before; and I am sure that next spring he will enter into the work with an energy and skill that will give inspiration to renewed garden effort.

The prettiest garden of all belonged

to a girl 11 years old. I shall never forget the first time I saw it. It was quite a distance from the school and we had visited a number of gardens before starting to this one, but her eyes were so bright and she was so sure that I could walk that far, that I kept on going. When we finally got there I was well repaid for the walk. We had been going up hill all the way from the pueblo. The view as we stopped and looked back over the valley was beautiful. Then the garden! It was a piece of new land outside a little orchard. The ground had been spaded by her sister; her father is dead. The soil had been well prepared, the rows were straight and even, with a border of flowers all around. Outside were sage brush and plum bushes. This cultivated spot was a picture. I only regretted that I did not have a camera. I cannot tell of the girl's pleasure, nor the appreciation of the other girls. But anytime afterwards, on mentioning that garden, it was easy to see that all understood and remembered.

There has been nothing phenomenal in the year's work. We have made mistakes and perhaps done some foolish things; but take it all in all it has been a beautiful work. It has been infinitely worth while. The parents, the boys, the girls and the teachers have had a good time together, and we are going to do it again.

“THE World gives its Admiration, not to Those who do what Nobody else attempts, but to Those who do best what multitudes do well.”

MILLIONS OF DOLLARS PAID TO INDIANS AS OIL ROYALTIES

From *The Daily Oklahoman*

NO small feature of the oil and gas industry in Oklahoma, and therefore of the mid-Continent field, has been the Indian ownership of lands included within the oil fields and particularly the Cushing field. Not only has the royalty from the



land been a big money proposition to the Indians but the bonuses, paid for leases, have aggregated almost as large a sum, while the recent rapid increase in the price of crude petroleum and its products have swelled the royalty total by millions of dollars.

More than \$14,000,000 have been paid to the restricted Indians of Oklahoma in oil royalties, and of that amount more than \$12,000,000 have been distributed among them. The restricted Indians are those who are still considered wards of the federal government, and the royalty figures therefore do not cover that vast number of Indians who are no longer wards, but who are permitted to handle their own affairs. The royalty, as a rule, is one-eighth of the oil found on a tract of land covered by a lease. Occasionally this royalty is increased but it is more in the shape of bonuses. The greater portion of the royalty money has gone to the Creek Indians because the full-bloods of that tribe own the big majority of the land in the Cushing field.

The payment of royalties to Indians, or rather the receipts of royalties by them, began in 1904, when the royalties totaled but \$1,300, and it was not until 1908 that they passed \$1,000,000. The royalties doubled that year from the year before. The first of those two years saw a better price as the crude was bringing fifty-two cents a barrel in June, 1906, dropping later to forty-one cents. And in 1914, at the close of the fiscal year the total royalties paid to the Indians for the past year amounted to more than \$1,496,000. For the fiscal year, ending in 1915, the royalties amounted to \$1,584,723. The above figures cover royalties for both oil and natural gas. However, the oil royalties amounted to \$1,537,727 and the gas to \$46,996.

The big increase in the price of crude oil, recently—in many instances reaching to more than \$2 per barrel—will make the Indians' royalties for the present fiscal year reach an enormous total, breaking all records, although the total production of oil from Indian leases may not reach the total of the fiscal year ending in 1915. For that year the total oil produced on restricted Indian lands amounting to 14,527,673 barrels in excess of the previous year, while the royalties amounting to only \$88,474 more. This was because the price of crude oil for previous fiscal year averaged far higher but fell during the next twelve months to forty cents a barrel. With crude oil, during the present year,

reaching five times that figure the total royalties would more than double those of the past fiscal year even though the production would fall off half, which is not probable.

Of the total royalties paid during the past fiscal year the Creeks received \$1,365,132 on oil and \$19,926 on gas, or more than four-fifths of the total. The Cherokees received \$116,432 on oil and \$21,601 on gas, and the Choctaw-Chickasaws received \$10,423 on oil and \$1,119 on gas. The producing oil and gas lands of the restricted Indians, in income, averaged approximately \$1,258 per annum per capita, while the non-producing lands that were leased averaged approximately \$50 per annum per capita.

Speaking of the wealth of these Indian land owners, the annual report of Superintendent Gabe Parker of the five civilized tribes, recently issued, says: "Some conception of the magnitude of the oil industry in Oklahoma can be had from the fact that this office paid \$16,967 federal income tax for restricted allottees during the last (fiscal) year." Seventy of the restricted Indians required to pay that tax in the Cherokee, Creek and Choctaw tribes have an income of \$1,181,392. The amount of income tax paid does not include the great number of Indians who are not wards.

The amount of income tax paid by the restricted Indians, has increased rapidly. During 1914 they paid a total of but \$6,109 as against over \$16,000 for the fiscal year ending in 1915. During the previous fiscal year fifty two Creeks paid \$4,817 on a total income of \$586,376 and forty-five Cherokees paid \$1,296 on an income of \$266,740. In other words, ninety-seven Indians in 1914 paid \$6,109 on a total income of \$753,116, as against seventy Indians paying \$16,000 in 1915. The

restricted Indians paid the income tax the first time in 1914 under a decision by the courts.

The amounts of some of the royalties paid to restricted Indian land owners, are large. It has already been shown that the producing oil and gas lands paid these Indians for the past fiscal year \$1,258 per capita. The superintendent of the five civilized tribes says there are now being paid into his office to the credit of some of the Creek Indians royalties amounting to as much as \$500 a day. During the past month the biggest producing well, ever found in Oklahoma, was brought in on the Jackson Barnett lease, four miles north of Shamrock. His royalty amounts to one-eighth of the oil. The well has been making about 11,000 barrels of oil a day, or 1,375 barrels a day for Barnett. At \$2 a barrel—and he can get that for his oil—his daily income would be \$2,750, and should the well decrease to as low as 600 barrels a day, his daily income would amount to \$150—and that day is far off.

Jackson Barnett is a fullblood creek Indian, a man grown, who gives no thought to what is going on. He is living in the hills of Okmulgee county, a part of the time as a "wild man," and for weeks at a time it is said that he strays through the woods hidden from the sight of man. In his small log cabin his relatives leave food and drink so he will not perish, but Barnett seldom shows up around the place. His fortune, now a big sum, is being guarded for him by the Indian department.

There are numerous other instances where the royalties are big to individual Indians. Last November, after the price of oil had started skyward rapidly, resulting in a bidding between purchasing concerns to obtain crude

oil, the monthly royalty income of Luther Mannuel, a 12-year-old full-blood boy, went to \$12,000 from a 160 acre tract; that of Katie Fixico an 19-year-old girl, went to \$10,000 a month from an eighty acre tract; that of Sarah Rector, 16-year old girl, to \$18,000 a month from an eighty acre tract, and that of Mable Dale, a young lady of Yale, Oklahoma., went to \$15,000 a month from a 100 acre tract.

There is being held by the superintendent of the five civilized tribes more than \$500,000 of royalty money that belongs to Indians who have not called for it. Only recently, John Ragshaw, a Choctaw, wrote to the agent for a check for \$35 that was made out to him in February, 1907. Every effort had been made to locate him and all the time he has been living in a small town in western Oklahoma. There are checks lying in the agency that have been there unclaimed for more

than ten years. There are Indians, belonging to the five civilized tribes, in all parts of the world and pay checks have been sent to almost every country. Only recently an Indian wrote from Paris, France, and requested that his checks be sent him.

The bonus system whereby a sum of money is paid to a land owner to secure a lease on his land, was started in 1915 and the credit is given to a well-known oil man, W. H. Milliken of Bowling Green, Ohio. It is said that this system has paid into the pockets of the Indians more money than have all the rulings of all the secretaries of the interior since oil was first struck in this state. The first bonus of which there is any record was paid by Mr. Milliken in 1905 to Thomas Gilcrease, a Creek Indian, and was \$1,000 an acre; since that time as high as \$10,000 an acre has been paid as a bonus for a lease.



PRAYER

ARCHBISHOP TRENCH
In Kansas City Journal

When prayer delights thee least, then learn to say,
"Soul, now is thy greatest need that thou shouldst pray."
Crooked and warped I am, and I would fain
Straighten myself by thy right line again.
Say! What is prayer—when it is prayer indeed?
The mighty utterance of a mighty need.
The man is praying who doth press with might
Out of his darkness into God's own light,
The greenest leaf, divided from its stem
To speedy withering doth itself condemn.
The largest river, from its fountain head
Cut off, leaves soon a parched and dusty bed.
All things that live from God their sustenance wait.
The sun and moon are baggers at His gate.
All skirts extended of thy mental hold
When angel hands from heaven are scattering gold.



MAJOR J. M. HAWORTH,
First Superintendent of Indian Schools.

HAWORTH HALL

In 1893 Haworth Hall, Chilocco's beautiful academic building and auditorium, named in honor of J. M. Haworth, first Superintendent of Indian Schools, was dedicated. It continued to be a source of pride to the school until it was destroyed by fire November 26, 1907. In 1910 Superintendent Wise began the erection of a new building which was completed early in 1911, at a cost of \$26,000. In 1914 \$11,000 of class IV money was used to enlarge the structure, making the new Haworth Hall. It is a larger and better building than its predecessor. (See Frontispiece).

THE SEMINOLE INDIANS OF FLORIDA

FROM THE *Knowville (TENN.) Journal-Tribune*



THE Seminole Indians of today are only a frail remnant of the mighty tribe of Osceola's time. Ever since their separation from the Creeks of Georgia their lives have

been one long struggle for existence and for a place which they might call home. Their name in Indian dialect means "wild wanderer," and it is certainly not a misnomer in this instance.

For years their home has been in the wilderness of the Florida Everglades, and there they lived the simple life, feeding upon the game such as deer, bear, turkey and small fowl. They had the native fruits and nuts, and on the little islands which rose above the waters of the Glades they cultivated potatoes, beans, corn and a starchy plant called "coontie," from which they made their flour. Then came the draining and reclaiming of the Everglades which spoiled their game preserve for the white man began to set up farms where once the wild animals roamed. Even the little dry islands of the Glades where the corn and the coontie once flourished have been turned into truck gardens for the raising of vegetables for the Northern markets. The white man's gun has frightened away all the big game, and even quail, squirrels and fish are scarce.

The Seminole still has his alligator

catching industry in a part of the swamp as yet untouched by the big dredge, and for a time he managed to sell these to advantage to the mission trading post about seventy miles from Ft. Myers. But the European war has claimed even the people of the Florida wilderness as victims. The shutting off of the European market for these hides has been the final blow and the struggle of the Seminole today is one of the pathetic instances of the far-reaching effects of that awful conflict now being waged beyond the seas. A sensitive race, with no particular fancy for the white man, the Seminoles for years have resented the missionaries who came among them bringing medical aid and methods of sanitation as well as the teachings of the Gospel, and it seems the very irony of fate that just as these simple people were becoming interested in the work of the mission and ready to trust the pale face, the good physican who had done so much for them died and the European war closed up their one chance of making a living. For a time it was feared that they would starve, but good friends came to their aid and they are managing to eke out an existence.

They are totally unlike any other tribe of Indians, due perhaps to the fact that the Florida wilderness was the hiding place of runaway slaves from the Southern States as well as of the Indians. The Seminoles welcomed the fugitives and in time they intermarried. The planters tried in vain to find some way by which they

could secure the return of their "wool and ivory" but in vain, for the United States at that time (1810) was too much occupied with the troubles with Great Britain to get into a broil with Spain over a few runaway negroes. So the Indians and the slaves were let alone and they lived in peace and harmony for many years. Finally, in 1819, Florida was purchased from Spain for the sum of \$5,000,000.00 and the Seminoles were brought under the dominion of the United States. For a time the tribe suffered from the plunder of slave catchers who, besides seizing the negroes, stole horses and cattle and committed other depredations. The Indians pleaded for redress but things continued to grow worse until 1828, when the plan of emigration to Arkansas was submitted to the chiefs. The Indians knew that the climate was different and their plea to remain in Florida was pathetic. Then, too, the negroes were to be left behind and many of them were the husbands and wives of the Seminoles and they decided to refuse to emigrate. United States troops were sent to the scene when the Indians began to commit a series of outrages against the whites and horrible tragedies followed one after another in quick succession.

It was at this period that the famous warrior Osceola came into prominence. His wife, being an African slave, was seized and carried away and when the young warrior made an attempt to rescue her he was put in jail. His one idea was to get revenge on the white man for the capture of his wife, so he pretended to be repentent, and when released he ambushed and killed his jailer, General Thompson, and a companion who happened to be walking with the officer at that time. The awful slaughter of the U.

S. troops, known as Dade's Massacre, followed. The United States was unprepared to act quickly and vigorously and after a series of bloody skirmishes word was received from Washington that the Government had decided to permit the negroes to go with the Indians if they would emigrate peacefully to Arkansas. Just as this was about to be carried out some of the slaves holders objected and the Indians, fearing that the treaty was a ruse, fled to the wood with their war cry.

Osceola was their leader—a hero among his people. Tall and erect, with eyes which fairly looked through the person who met his gaze, this Indian swayed his warriors and proved himself a military tactician of no low order. He was finally surrounded by our troops and captured. He died in prison in 1838, and is buried at Fort Moultrie, near Charleston, South Carolina. This chieftain is the national hero of the Seminole tribe.

The dark days of massacres and savage warfare between our troops and the Seminoles have passed and as far as the United States Government is concerned there are no Indians in Florida for, according to the old treaty, they emigrated to Arkansas long ago. Somebody, however, must have found the Florida Indians, for in 1892 an agency was set up near Fort Myers for the purpose of assisting the Indians and an appropriation of \$6,000.00 per year was made to run it. A sawmill was built and a school opened, but the Indians did not take kindly to the institution and it was abandoned. Since that time the welfare of the Seminole has been looked after by missionaries and a society known as "The Friends of the Florida Seminoles." The Department of the Interior has set aside twenty-three thou-

sand acres of land to be held in trust for the Florida Indians so that when they are finally driven from all other property they may retire to this place and live there without being further molested.

Only a few of them speak English, as their chiefs disapprove of its use by the tribe. They prefer to keep aloof from the white man and his ways. Like the Alaskan Indians, they have their clans, and under no circumstances do the clans marry among themselves, which probably accounts for their sturdy figures. The courtship of the Seminole is short. When a young brave sees a girl he admires he seeks out her parents and the girl is consulted by them on the subject. If she refuses her father does not insist on her marrying against her will, and the young man goes off to hunt another bride. If, however, the girl sees fit to accept his attentions he goes deer hunting and if he succeeds in bagging his game the young woman will find a dead deer outside her wigwam. The lover hides in the bushes and watches. If the carcass is taken into the house it is a sure sign of her acceptance. A few days later she makes a shirt, usually bright in color, and sends it to her admirer. Then the day of the marriage is set, and the young man goes to the girl's home at sunset and takes up his residence there. He is now her husband and they set about to build their home in the camp of the wife's mother, for here again, like the Alaskan Indians, the child takes the clan of the mother instead of the father.

Both the men and women love gay colors, and although they mix them without the slightest regard to harmony, the make-up of their costumes is picturesque. The men, who are always tall and of a dark copper color,

usually wear deerskin leggings and moccasins, a bright colored shirt and tunic around which a sash is draped. The belt is made of buckskin with pouches for a hunting knife, a revolver and ammunition. Sometimes the Seminole brave wraps his head in a red bandana handkerchief, and at others he wears a derby hat. The women, too, have a fine physique and magnificent hair. She affects bangs and wears her hair in a psyche knot. She is always barefooted and her wide flowing skirt is made long enough to reach to her toes.

Beads are worn as marks of distinction and mean everything to the dark-skinned woman of the 'Glades. She receives her first string when she is one year old, and one string for each year until she is wedded. After marriage she receives two strings for each child born. On festal occasions she piles up her neck with from twenty to thirty pounds of grass beads and walks about like a grand dame. When she reaches middle life she begins to take off the strands one by one and by the time she is no longer able to work she has but one strand, known as life beads, and these are buried with her.

Sofka being the national dish—a stew made of meat and thickened with vegetables or grits. It is cooked in a huge kettle and eaten from a large wooden spoon which is passed from one to another—not very sanitary, to say the least. Sofka to the Seminole is like frijoles to the Mexican and poi to the Hawaiian. The spoons used are difficult to obtain, as they are family heirlooms and cannot be sold without the consent of the woman who is head of the house. Each family has a sort of coat-of-arms carved on the spoon.

The men are great alligator hunters. In hunting these a steady nerve and

an unerring shot are essential. The Seminoles go out in canoes on dark nights carrying a bull's-eye lantern and from time to time throw the light over the water. When a 'gator is located the Indian steers his canoe to a point about ten feet from his prey and puts a shot between the eyes of the monster. Before the 'gator can flounder out of reach the Indian grabs his ax and severs the spinal cord and drags the carcass into the boat. The alligator possesses an extraordinary vitality, the nerves often being active for several hours after the head has been severed from the body, and the writhings of the huge bodies are frightful.

The tribe has its festivals and

dances, many of which are not unlike the Indian dances in the Southwest. The Medicine Men of the tribe usually arrange the time for the date of the Green Corn Dance, a festival which is governed by a certain phase of the moon. This dance is perhaps the most important of their festivals, and is held as an expression of gratitude to the Great Spirit for an abundant harvest—a custom borrowed from the ancient sun worshipers. The Hunting Dance takes place once in four years, and is a genuine play day for men, women and children. These dances, while not as weird as those of the Indians of the Far West, are quite as remarkable and well worth visiting if the traveller is willing to brave the Florida sun in July.



WHERE THE WEST BEGINS

BY ARTHUR CHAPMAN

Out where the handclasp's a little stronger,
Out where the smile dwells a little longer,
That's where the West begins.

Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter,
That's where the West begins.

Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins.
Out where a fresher breeze is blowing,
Where there's laughter in every streamlet flowing,
Where there's more of reaping and less of sowing,
That's where the West begins.

Out where the world is in the making,
Where fewer hearts in despair are aching,
That's where the West begins.
Where there's more of singing and less of sighing,
Where there's more of giving and less of buying,
And a man makes friends without half trying,
That's where the West begins.

DEPARTMENT OF THE INTERIOR

OFFICE OF INDIAN AFFAIRS

PRELIMINARY ANNOUNCEMENT OF
SUMMER INSTITUTES

IT will be of interest to all employes of the Indian Service to know that arrangements for summer Institutes, to be held at the following places, are well advanced:

Haskell Institute, Lawrence, Kans.,.....	June 19 to July 1, 1916.
Indian School, Santa Fe, N. M.,.....	July 3 to July 15, 1916.
Sherman Institute, Riverside, Calif.,.....	July 17 to July 29, 1916.
Salem, Chemewa, Oregon.....	July 31 to August 12, 1916.
Indian School, Tomah, Wis.,.....	July 31 to August 12, 1916.
Indian School, Rapid City, S. D.,.....	August 14 to August 26, 1916.
Indian School, Carlisle, Pa.,.....	August 14 to August 26, 1916.

On account of the institute which is to be held at Lawrence being the first of the series, the plans for this one are more nearly complete than others and are therefore announced at this time to suggest the scope of the programs to be offered:

PROGRAM

9:30 to 10:10

SUMMER SCHOOL, HASKELL INSTITUTE,
June 19 to July 1, 1916

MORNING

7:30 to 7:55

Health and Sanitation.

8:00 to 8:40

Reading.

Primary Methods.

Library Management.

Lace Making.

Domestic Science, Prevocational.

Domestic Science, Vocational.

Drafting.

Farm Carpentry, (second week).

8:45 to 9:25

Primary Methods.

Reading.

Arithmetic.

Library Management.

Lace Making.

Domestic Science, Prevocational.

Domestic Science, Vocational.

Drafting.

Farm Carpentry, (second week).

Civics.

Penmanship.

Library Management.

Lace Making.

Domestic Science, Prevocational.

Domestic Science, Vocational.

Drafting.

Farm painting, (first week).

10:15 to 10:55

English; Lessons from the new course
of study.

English, Classics.

Library Management.

Lace Making.

Domestic Science, Prevocational.

Domestic Science, Vocational.

Farm Blacksmithing, (first week).

Farm Masonry, (second week).

Band Music.

11:00 to 11:40

English; Lessons from the new course
of study.

English, Classics.

History.

Penmanship.

Arithmetic.
Library Management.
Lace Making.
Home Training and Home Nursing.
Band Music.

AFTERNOON

1:10 to 2:40

Dairying, (first week).
Animal Husbandry, (second week).
Domestic Art, Prevocational.
Domestic Art, Vocational.

2:45 to 4:15

Agronomy, (first week).
Horticulture, (second week, June 28,
29, 30).
Poultry, (second week, June 26, 27).
Domestic Art, Prevocational.
Domestic Art, Vocational.

4:25 to 5:25

Physical training and group games.

6:30 to 7:30

Band Concert on the Lawn (All musi-
cians invited to bring instruments and
participate).

8:00 to 8:30

Community Music in Chapel.

8:30 to 9:20

Lectures, June 19, 21, 23, 25, 26, 28,
30; Conferences, June 20, 22, 27, 29.

9:20 to 9:30

Motion pictures.

The Douglas County teachers will meet at Haskell this year instead of holding an independent institute. On this account more academic subjects will be offered than usual, and instruction in a number of subjects will be given during several periods of the day to enable individuals to take as much of the work as they may desire. Because of the wide scope of the program it will, of course, be necessary for a choice of subjects to be made. It is hoped that this may be given some thought before time for classification and organization of classes.

A feature that will add greatly to the interest in and effectiveness of the institutes this year is the securing, as instructors and lecturers, of specialists in agriculture and kindred subjects, in home economics and in education who are connected with the State Institutions located in the sections of the country where the institutes are to be held. For instance, Kansas Institutions will be represented at Haskell as follows:

THE STATE UNIVERSITY

Chancellor F. H. Strong.
Dean S. J. Kelly, Education Depart-
ment.
Prof. R. A. Schwegler, Education
Department.
Dean Butler, Fine Arts Department.
Prof. Downing, Fine Arts Department.

THE STATE AGRICULTURAL COLLEGE

President H. J. Waters.
A. S. Neale, Dairy Specialist, Exten-
sion Division.
H. J. Bower, Soils Specialist, Exten-
sion Division.
C. P. Thompson, Animal Husband-
man, Extension Division.
R. M. Sherwood, Poultryman, Exten-
sion Division.
G. O. Green, Horticulturist, Exten-
sion Division.
Frances L. Brown, Home Economics,
Extension Division.
Marion P. Broughton, Domestic Sci-
ence, Extension Division.
Winifred Fortney, Domestic Arts, Ex-
tension Division.

THE STATE NORMAL

President T. W. Butcher.

Definite arrangements have been made for these instructors and lecturers and a few others may be secured.

Similar arrangements are being made with State Institutions in all other States where summer institutes are to be held.

It is the desire of Commissioner Sells that Agriculture and Home Economics be strongly emphasized this year, therefore the Extension Divisions of the Agri-

cultural Colleges are being specially invited to co-operate, and without exception the response is prompt and liberal. In most instances instructors will remain throughout the entire session of the Institute and will give their undivided time and attention to the work for the benefit of those in attendance.

The instruction will be of a very practical character, as indicated by the following typical topics:

Demonstration and use of Babcock tester.

The Breeds of Dairy Cattle (illustrated).

Construction of Silos (illustrated).

Breeds of Beef Cattle (illustrated).

Breeds of Horses (illustrated).

Breeds of Hogs (illustrated).

Breeds of Sheep (illustrated).

Breeds of Poultry (illustrated).

Lessons in judging and use of score cards.

Transplanting Trees.

Pruning.

Spraying.

Soil Formation.

Soil Moisture and Drainage.

Growing Alfalfa.

Crop Rotation and Soil Management.

Kitchen Equipment; Lecture and Demonstration.

Vegetables; Kinds, Structure and Composition; Lecture and Demonstration.

Meats; Composition, Cuts and Food Value; Lecture and Demonstration.

Planning a School Girl's Wardrobe for one year; Lecture and Demonstration.

Academic Subjects will be well presented by teachers from public schools and Indian schools who have demonstrated special ability in their respective lines of work. Special attention will be given to Primary

Methods, English, Reading and Library Methods and Management, because of their great importance in their relation to progress in all other subjects studied while in school and to progressiveness after school days are over.

Particular attention will also be given by instructors to the development of topics both academic and industrial given in the new course of study, the purpose being to demonstrate how the course should be used throughout the year by instructors in all departments of the school service.

The evening lectures will be inspirational in character, but of real educational worth.

It is believed that the programs of all of the institutes will be of such character that no person in the Indian Service who can possibly attend should neglect the opportunity. Add to this the necessity of being present to participate in the discussions of the numerous problems in connection with the introduction of the new course of study, therefore, and certainly no school can afford not to be well represented.

A more complete announcement, including individual programs of all of the institutes, will be issued later, however, as already intimated, the programs will be quite similar to this one, therefore, it is hoped that each one will promptly decide which of the institutes to attend and report to the office as requested.

Commissioner Cato Sells will make a great effort to be present at each one of the Institutes for one or two days. His ability to do so will depend largely upon whether or not Congress is still in session.

H. B. PEAIRS,

Supervisor of Schools.

"The deepest rivers flow with the least sound"

INDIAN RIGHTS CASES RECEIVE CONSIDERATION

From the Christian Science Monitor.

THE Indian Rights Association of Philadelphia has interested itself in two problems in which it seeks to prevent what it says is an injustice to the Indians. One is the threatened raid on the Crow Indian lands and the other a plan for opposition to legislation affecting the five civilized tribes of Oklahoma. In the case of the Crow Indians of Montana their opposition is to a Senate bill introduced by Senator Myers of Montana, which provides for the sale of the surplus land of the Crow reservation. On this proposition the association has the following to say:

The government is acting in the capacity of guardian over our Indian wards; its responsibility is of the highest and most sacred character. In the light of this responsibility as guardian, it is important—indeed, imperative—that the best interests of the Crow Indians should be fully recognized and guarded.

In disposing of the lands heretofore offered for sale or settlement, the government distinctly provided that it acted only as trustee and assumed no responsibility whatever. The records show that fully 500,000 acres of the lands already ceded by the Crows remains undisposed of, notwithstanding the extraordinary efforts of the general land office to encourage sales and settlement. In 1914 provision was made offering the ceded lands in tracts of 640 acres to the highest bidder, without regard to appraisalment, yet less than 28,000 acres were filed upon during the last fiscal year.

There is little doubt that the failure to dispose of the ceded areas by settlement or sale is due to the undesirable character of the land owing to an inadequate water supply. The great scarcity of water renders the purchase of the lands in small tracts almost, if not quite, prohibitive. Aside from what will be needed for allotment to members of the tribe yet unprovided for, the surplus land of the Crow reservation are chiefly suitable for grazing purposes, and can only be utilized with profit in large areas. These conditions tend to indicate that the effort to secure the sale of the additional land is chiefly in the interest of the cattle men and speculators, who hope to gain title of large areas. Once they secure control of the very limited water supply, they would possess a monopoly of the grazing grounds.

Allotments aggregating 479,183 acres have been made to 2439 members of the Crow tribe, and

about 400 Indians are yet unallotted. There remain 1,074,000 acres of tribal land within the diminished Crow reservation available for settlement, if they wish the Indians are arbitrarily disregarded and the reservation opened.

About 19,000,000 acres of public lands in the state of Montana remain undisposed of, 600,000 acres of which are adjacent to the Crow reservation; and there are 30,000,000 acres in the adjoining state of Wyoming available for settlement. It appears from this immense acreage of unoccupied public land that there is no need, from the settler's point of view, of causing the opening of additional land of the Crow reservation at this time. The fact that there is now over 500,000 acres of the ceded Crow land not yet disposed of shows conclusively that the amount of available land is far greater than is being called for by settlers.

The Crows are unanimously opposed to disposing of any part of their present diminished reservation, and clearly show that they would suffer loss and further discouragement if the pending legislation is adopted. The Indians held a council on their reservation Nov. 22, 1915, and vigorously protested against the sale of any additional tribal lands. Subsequently a delegation of leading members of the tribe came to Washington, and at a hearing before the secretary of the interior, and the committees of the Indian affairs of the House and Senate they forcibly reiterated their opposition to the proposed legislation, which, if adopted, would deprive them of a large part of their remaining lands.

The Crow Indians are making very rapid advancement in farming and the stock industry. Their varied holdings of stock amount to over 16,000 head. More than 5000 tons of hay have been provided by them for the winter use of the herd, thus showing an increased interest in the care of stock. The returns from the agricultural land have far exceeded former efforts in this direction. While 3000 acres were under cultivation two years ago, fully 12,000 acres of grain were harvested the past season.

The opposition in the case of the five civilized tribes is directed against a bill introduced in the House by Representative Hasting of Oklahoma, which provides:

"That the superintendent for the five civilized tribes in Oklahoma shall after the passage and approval of this act have and exercise all authority now conferred by law upon the commissioner of the Indian affairs and secretary of the interior, or either of them, respecting the lands allotted to the enrolled members of the five civilized tribes in Oklahoma and their individual moneys."

Concerning this proposition the Indian Rights Association makes the following observations:

The care and control over our Indian population is a national duty resting upon the security of the constitution and should not be delegated to others without the greatest care being exercised to see that local influence will not prevail, under the changed conditions, against the best interests of the Indians.

The 101,521 Indians of the five civilized tribes represent more than one third of the Indian population of the United States. Of these 32,540 are known as restricted Indians, their property being held by the federal government. Of the 19,525,966 acres of land belonging to the five civilized tribes, over 15,000,000 acres were allotted, of which there remain 3,318,370 acres of allotted land which are under the care of the government and within the jurisdiction of the superintendent of the five civilized tribes. This does not include the million and a quarter acres of segregated coal and timber lands.

The superintendent in a recent report states that the area of lands within that jurisdiction is three times as large as the state of Massachusetts, and 24 times as large as the state of Rhode Island. The enormous wealth represented by this vast property interest is proposed by the pending legislation to be transferred from the secretary of the interior to the full control of the superintendent of the five civilized tribes located in Oklahoma.

Official reports show that to the close of the last fiscal year there had been collected and deposited \$19,500,000 of tribal moneys by the superintendent and this fund was deposited in various federal and state banks; and there is yet due the sum of \$7,050,000 from tribal lands heretofore sold, in addition to \$5,000,000, the estimated value of the surface of the coal lands. The lowest official estimate upon the value of the coal and asphalt deposits on the 431,000 acres of segregated coal lands is \$12,000,000, while the tribal superintendent of mines has placed their value at \$100,000,000.

On account of these facts it is urged that instead of a relinquishment of federal control of the interests of these wards that control should be more rigidly exercised by the government itself through the bureau in Washington.

A foul mouth and decaying teeth partially in adults, decidedly in children increase the chances of catching contagious and infectious diseases such as scarlet fever, diphtheria, measles and tuberculosis. A clean mouth will do much to prevent tubercle bacilli from gaining a foothold in the body.—H. G. Langworthy.

EXPERIMENTAL FARM AT SHIVWITS

SUPT. Chas. D. Wagner of Shivwits Indian school reports to Commissioner Sells as follows:

I have the honor to report that an experimental farm was started at this school last year, a plot of land was chosen about three miles from the school and on a flat which contains about twelve hundred acres of land that is fairly level but inclined to be a little sandy for dry land farming.

Experiments were made with Sudan grass, white tepary beans, milo maize, Kaffir corn, feterita, corn, squash, watermelons, and muskmelons; a twenty-three acre plot was also plowed, and cultivated during the summer and experiments are now being made with Turkey Red and Kharkov wheat.

The different tests so far have shown that Sudan grass will grow and mature seed without rain or irrigation as evidenced by the fact that we now have about 1000 lbs. of this seed for sale. The hay is also very good even after thrashing out a seed crop. This grass stayed green from the time it came up until August 15, 1915, at which time the seed began to ripen. It was cut on August 30th and 31st and two weeks after cutting the stubs sent out green shoots which grew about four feet high by October 1st. No rain fell from May 9th to September 8th, at which time we had a small sprinkle that did not last over half an hour, and the temperature was from 85 to 100 the greatest part of the summer and early fall.

White tepary beans also made a very satisfactory showing as evidenced by the fact that we have about 200 lbs. of very fine seed which was raised from 6 lbs. of seed and $\frac{1}{2}$ acre of land.

Milo maize, Kaffir corn, squash and watermelons gave very satisfactory results and further tests will be made this year with seed that was saved.

We have on hand seed from the different tests, also have some surplus Sudan seed that we will sell, at 25¢ per lb., and white tepary beans for seed at 8 $\frac{1}{2}$ ¢ per lb.

Very respectfully,

(Signed) CHAS. D. WAGNER,
Superintendent.

DAD EXPLAINS.

"Why are people said to move in certain circles, dad?"
"Because that is the way they do move. Very few people forge ahead. Most of them move in circles."—Kansas City Journal.

AN EXAMPLE OF COOPERATION

Mr. C. B. Smith,
States Relations Service, U. S. D. A.,
Washington, D. C.

Dear Mr. Smith:

In compiling the annual report for this State I thought perhaps the following, with reference to work done upon the Omaha and Winnebago Indian Reservations and in cooperation with the superintendents and farmers of the Indian Service, would be of special interest to you in view of the cooperative relation in force between the States Relation Service and the Office of Indian Affairs.

The two farmers of the Indian Service and the county agents have worked cooperatively in suppressing and eradicating hog cholera in Thurston county. The county agent has furnished instruments and serum to the Service farmers and has given them instruction in proper handling of the disease. He has also assisted them in vaccinating herds of hogs.

Farmers' Institutes have been held at both the Winnebago Agency and the Omaha Agency, at which State speakers were present to talk on agricultural subjects. The farmers of the Indian Service were instrumental in arranging for these meetings, which were attended by whites and Indians alike. Two meetings were held for the Indians especially, where the address of the speaker was interpreted into the Omaha language. In addition, the county agent has held meetings at a number of school houses, giving lantern lectures and addresses which were attended both by white farmers and Indian farmers.

The county agent has assisted also with the Indian affairs held on both reservations. He has been called upon to judge and explain placings of live stock and grains.

The most important corn demonstration in the county was conducted upon Indian land leased by William Wingett. This demonstration, now of two years duration, has been to show the value of using the adopted corn, and several field meetings have been held at this demonstration, when results of value could be seen. Superintendent Johnson of the Omaha Agency, as well as the farmers of the Indian Service, were present at these field meetings.

Further corn demonstration work was undertaken on the farm of Joe Payer, an Indian who is a member of the Thurston County Farmers' Association. At the Thurston County Fair, exhibit classes have been open to the Indians where corn has been exhibited

and scored. At the corn shows held over the county last year a number of Indians exhibited corn and won prizes. This past year a Winnebago boy, as a member of the Boys' and Girls' Club Work, won a place in the county contest and also exhibited his corn at the State Corn Show.

Missionary Beith, of the Omaha Agency, has been given assistance through the county agent in home economics work and in the organization of women's clubs.

The county agent has made a farm management survey within the county including some 60 farms. This work will be continued in an effort to determine the factors which effect farmers' profits. The farmers are also assisted in keeping accounts of their farm work and in keeping a record book which will be summarized at the close of the year. In this way an effort is being made to determine the factors of profitableness of farming in Thurston county. Farmers of the Indian Service have asked for copies of the record book to be used among the Indians for that purpose. This seems a most important type of work in that it will give a fundamental basis for future improvement work most needed in Thurston county.

Previous to this year, and in accordance with the understanding reached with the superintendents of both agencies, the county agent assisted a number of renters on Indian land to check ditch washing and erosion of soils. Good work was done in this respect, and more could be done if time permitted and interest in soil conservation was more fully established.

The county agent has given advice with regard to the best methods of sowing alfalfa to the Indians who have called upon him at his office. He has also secured alfalfa seed for them though the Farmers' Exchange maintained by the local farmers' association.

The above work has been accomplished largely because of the amiable relations existing between the county agent and farmers' association on one hand, and the superintendents and farmers of the Indian Service on the other hand. We feel that this relationship should continue because it can only be through the united action of all these forces within the county that agriculture can reach the highest development. In the matter of hog cholera control and eradication alone, it is necessary that cooperation exists to the extent that every outbreak can be properly treated and sanitary precautions taken to

prevent further spread of the disease. This will necessitate close cooperation and vigilance on the part of all concerned in this agricultural improvement work.

There has been no conflict of advice or of authority, nor can there be under the present plan of work. The county agent's purpose is to lead in all forms of agricultural improvement applicable to his county. This he does by conducting demonstrations in the best method of growing and caring for crops and live stock upon farms in the county. His demonstrations are largely with members of the local farmers' association organized to cooperate with the county agent in agricultural improvement work. At these demonstrations, which are distributed over the entire county, meetings are held at opportune times when some lesson can be learned by farmers of the community. The county agent's work is instructive and largely so by demonstration methods. Personal assistance to farmers is also given when it is requested.

The value of methods advocated and demonstrated by the county agent can be seen by all who came in contact with that work. And those methods and practices leading to more profitable farming and conservation of the land, which are of county wide application, are given first attention by the county agent. The field meetings at these demonstration held from time to time are open to all.

The farmers of the Indian Service, as I understand it, give instruction to the Indians in methods of farming and also look after the execution of leases. The county agent gives advice to Indians only incidentally as they come to his office seeking specific assistance, and it is based on the politics of mutual understanding with the superintendents and Service farmers.

Since the majority of farmers on the reservation are leasing and farming Indian lands, it becomes important that the cooperation mentioned above be firmly established, since any results obtained are of mutual benefit to the Indian and the farmers. The practices that are adopted tending towards the more profitable production of crops and live stock, and of conversation of the land, is of value to the Indian's interest as well as to the white farmer.

The county agent, the Thurston County Farmer's Association, and myself, would welcome any suggestions which you can give or which the Office of Indian Affairs can give towards more effective agricultural work for the county. We feel that the interest of the

Indians is large in the county, that the Office of Indian Affairs should have a large voice in the determination of a program for agricultural improvement in that county. I do not know whether an agriculturist is maintained in the Office of Indian Affairs at Washington, but if there is, and if he should include Nebraska in his tours of inspection I would be exceedingly glad to meet with him and the county agent and farmers of the Indian Service to consider a program of work which we might carry out jointly tending towards the agricultural betterment of Thurston county.

I trust this brief report of results accomplished and the plan under which this work is being conducted will inform you of the service that is being done and can be done within the county.

Yours very truly,

(Signed) A. E. ANDERSON,
In Charge County Agent Work,
Nebraska, U. S. D. A.

Booze is Doomed.

Superintendent Frank A. Virture, of the Tule River Agency, at Portersville, California, reports that there are 394 Indians under his jurisdiction, and that in the vigorous pledge-signing campaign conducted in response to Indian Office circular No. 1002, urging the obtaining of total abstinence pledges from the Indians, not one of the Indians under his jurisdiction has refused to sign the pledge. Two or three of them have broken the pledge since taking it, but a most commendable showing has been made.

In some of these cases, men who have been used to drinking all their lives have willingly signed the pledge, stating that they would have been a great deal better off if they had never seen whiskey.

The final results of this kind of work cannot be computed. The results will be of great benefit to the Indians of that jurisdiction.

"Habits of incorrect speech are hard to break off—very hard. Bright boys will try to not form such habits. Here is a little help. How often one hears, 'I didn't do nothing,' 'I didn't go no where,' or 'I didn't have no candy!' Think hard now! If you did NOT have 'NO,' then you must have had SOME. It is very incorrect to double the 'no.' These are the correct sentences: 'I didn't have anything,' 'I didn't go anywhere,' 'I didn't have any candy.'"

LETTER TO FATHERS

(Adapted from message sent out during the
Pittsburg Baby Week).

By L. F. MICHAEL, Supervisor.

TO further the campaign, "Save the Babies," started by Honorable Cato Sells, Commissioner of Indian Affairs.

Tradition has, in the past left all the care of the baby to the mother. The conditions of our present day society require that, in addition to providing food, shelter, and other material things, the father must share with the mother the responsibility for the health of the baby.

The following are some of the things that he should do or understand:

He should understand the importance of prospective mothers having good care and advice at as early a period as possible so as to protect the health of the mother and the coming baby. He should see that the mother has adequate care during and after the birth of the baby, so that the mother's health may be continued or restored as quickly as possible both for her own sake and that she may be able to give proper care to the baby.

He should know the importance of the mother nursing her baby. Breast-fed babies have a much greater chance of living and becoming strong, healthy children than have bottle-fed babies. This is so important that anything that would alter or lessen the mother's milk supply, such as overwork, excitement, shock or worry, should be avoided.

He should know that nearly one-third of all infant deaths occur as the result of digestive disturbances brought on chiefly by faulty feeding.

He should know that soothing syrups are dangerous, that pacifiers, are both needless and injurious, that the baby needs rest and regular hours of sleeping, and should not be kept up late and not handled too much.

He should know the importance of good surroundings to the baby. The baby needs fresh air and sunlight as much as any plant. Like a plant, the baby will droop and die if kept in a dark, close room, deprived of nature's best health tonics—fresh air and sunlight.

Cleanliness in and about the home is even more important to the baby than to the adult. Baby can not protect itself against dust, dirt, and flies. Flies bred in the open garbage can or in the rubbish heap in the yard may carry germs to the baby's mouth and cause diarrhea or other diseases.

Lastly, every father should know of and take an active part in promoting the health conditions in every way and give each baby a chance. He should insist on having a better home, a cleaner home and when in doubt as to what he should do ask some who knows. Insist on good food, pure water, fresh air and sunlight. Be good to the mother and baby.

Quits Indian Service—Will Continue Studies.

Tower, Minn.—Dr. Polk Richards superintendent of the Vermillion Lake Indian school, is preparing to leave the school in a few days, when he will go to Chicago to take a post graduate course. Upon completing the course he will be established at Winnebago, Nebraska.

Mrs. Richards will go to Valencia Indiana, where she will remain until such time as her husband completes his studies in Chicago. Dr. O. O. Benson, former superintendent of the Indian school, came this week from Bena, Minn., and is here in readiness to take over the work as soon as Dr. Richards vacates.
—Duluth (Minn.) News-Tribune.

Conditions Improved on Indian Reserve.

"The beef trust cattle have all gone from the ranges and the Indians are no longer suffering from the stealing of their animals by these predatory interests," said Dr. A. McG. Beede to the Courier-News. The last herds left in October.

The Indians' cattle are coming thru the severe winter finely, the doctor thinks even better than those belonging to many white men; they quite generally had plenty of hay put up and the stock is well cared for.

The conditions of the Indians are slowly but quite perceptibly improving, says Dr. Beede, and altho there is much room for improvement, better days have dawned on the reservation. This is due to several factors besides the removal of the beef trust cattle.

One helpful thing is the superintendent, Mr. C. C. Covey, who is working faithfully for the welfare of his charges and taking a great interest in them.

Violation of the laws against the sale of liquor have practically ceased on the North Dakota side of the line. It has not been serious for a long time, largely owing to the church temperance society organized among the Indians themselves. They have taken a great interest in this phase of moral welfare.
—Fargo (N. D.) News.

INDIANS AND THE INITIATIVE

From the Eufaula (Okla.) Indian Journal.

AN event took place at the Eufaula Boarding School on the evening of Feb. 22nd that was a revelation to the entire faculty and the old members of the student body. Nancy Jacobs, a full-blood Creek, in the 5th grade and 14 years of age, went to Miss Campbell's room, handed her a list of names and requested that she be allowed to entertain her friends on her birthday. The list contained the names of the Fifth and Sixth grades—about twenty children

with her teacher, Miss Morley; her Domestic Science teacher, Miss Northington; Miss Pope, her last year's teacher, and Mrs. Cheshire, a guest at the school. After questioning the girl and telling her we could possibly manage it, she told freely what she had silently planned. The refreshments were to be ice cream and cake. (She stated that she wanted the kind of cream that you can "cut"). She also startled Miss Campbell by saying she wanted flowers. Her colors were pink, white and red—it was explained to her that we hardly thought pink would work well with her patriotic decorations, and she eliminated

that color and doubled her order for red. The place selected for this party was the Domestic Science Cottage—all had been thought out and all we had to do was to follow directions, and she proved a stern little dictator.

Nancy said that on a certain day her mother would come and give her the money for the extras—the mother came as stated and gave her daughter \$10.00 to make her and her friends, both large and small, happy. With such an amount of money to work with and seeing that the old Indian mother and the girl really meant business, we got our forces together, decorated the cottage, and put on the finishing touches for the affair. Dainty little invitations were purchased and taken around by a little messenger dressed in the school uniform. They all ac-

cepted, of course, and appeared on time at 7:30 at the cottage, dressed in white. The electric lights had been turned out and candles burned. Nancy was at the door dressed modestly in uniform skirt and white shirt, to receive her guests. She then turned on the electric lights, blew out the candles and as the older guests appeared, met them graciously and accepted their greetings just as tho she had been used to giving birthday parties all her life. Games were played, stories told and a general informal time made time pass all too quickly. Nancy was observed to be ever on the alert in the interest of those

she had favored. At about 9:30 the ice cream "you could cut," with cake was served. Pretty napkins with cherry design made the spread more attractive. We asked the girls to sing in Creek for us and they entered into the spirit of the song in their home tongue. We all stood and joined in making the walls ring with "America," which completed the event properly. Nancy took her place at the door easily and received the words of appreciation from her guests with the grace of an Indian princess.

We so regretted that Mrs. Jacobs was not present, but we know she got it in detail from her bright daughter. The

old lady wanted to know the costs of such an affair and was told that \$4.70 represented the expenditures.

This is the first time in the writer's experience with Indians to know of a child taking the initiative in an affair of this kind. It is most encouraging and we stand ready to help others along the same line when the request is made. Dr. Van Cleave, the Government Eye Specialist, and the Supervising Nurse, Miss Cunningham, enjoyed Nancy's hospitality on this occasion.

"The experience with school dental clinics has demonstrated their necessity. In no branch of public hygiene are such decisive results obtained with such relatively small cost."



NANCY JACOBS. "The Little Hostess."

FULLBLOOD INDIAN TO TELL HOW TO MIX CEMENT

From the Omaha (Neb.) Bee.

THE following clipping was sent to the JOURNAL by Mr. Jno. M. Commons with this comment:

"The croakers say it is no use to educate the Indian. You can't make anything out of him. How does this look?"

What would Simon Redbird's grandfather say?

Simon is a full blooded Ottawa Indian, a great believer in concrete construction, using it extensively in his work as supervisor of construction at the Genoa Indian school at Genoa, Nebraska. Simon Redbird is to be in Omaha this week to address the Mid-West Cement User's association in convention at the Rome.

Again, what would Simon's grandfather say to hear his descendant discussing "concrete mixers, strain, pressure, consistency, resistance, and adamantine durability?"

"Ugh" is what the grandfather would probably say.

For here is a grandson with a starched collar who should be snuggled in a bear skin collar. Here is a grandson wearing a derby who should be wearing a war bonnet. Here is a grandson wearing a smart brown leather belt with silver buckle when he should be wearing a dog skin belt dangling heavy with scalps.

"Ugh" is what the grandfather would say. For here is a grandson shoveling into the hungry jaws of concrete mixers whole tons of crushed flint that would have made the finest arrow heads in the world.

Simon Redbird is a graduate of Haskell Institute, a practicing architect, instructor in carpentry, supervisor of construction at the United States Indian school at Genoa, and now a member of the Mid-West Cement Users' association.

Mr. Redbird drew the plans used at the Genoa Indian school in the construction of the laundry building costing \$5,000, the dairy barn costing \$6,000, the domestic science building and the girls' laboratory. In private practice he has also drawn plans for some extensive buildings in the state.

On Wednesday, March 1, Mr. Redbird is to speak to the cement men at the Rome hotel on "My Experience With Concrete Construction."

Mixed Bloods Rights Restored.

Under the administration of Commissioner Valentine eighty-six members of the White Earth Chippewas were suspended from the rolls,

it being alleged that they were not legally members of Minnesota band of the Chippewa tribe, hence had no rights on the reservation.

The suspension included the members of two of the most prominent families on the reservation, the Fairbanks and Beaulaus, and was the cause of no little excitement and hard feelings among the different factions of the reservation.

The case was carried into the federal courts, and finally referred back to the Secretary of the Interior, the courts holding that it properly was a matter to be determined by that Department. Those who have been cognizant of the case have been confident that those suspended would ultimately succeed in their effort to enrollment, and the recent favorable decision of the Secretary of the Interior, from which there is no appeal, has set the matter at rest, and those suspended have been instructed to make application for all back payments due them.—The Flandreau Review.

Indians Lose Fear of Photographer.

Arizona Indians no longer refrain from having their pictures taken—not if there is any money in sight.

A year ago Indians on the Fort McDowell reservation, forty miles northeast of Phoenix, almost went crazy when they saw a photographer drive up or even when they caught a glimpse of anything that looked like a camera.

Today it is different. In a year's time these Indians have changed and now are perfectly willing to have their pictures snapped if they are paid for it.

A brightly dressed squaw sat beside a wickiup yesterday. Three little Indian girls were playing a short distance away from the squaw and close to the driveway.

A photographer alighted and prepared to snap the little "Injuns". The old squaw set up a terrible commotion and her babies flew to her side. But it was not because she was superstitious any longer of having pictures taken.

The squaw wanted money first. Evidently she had been away to school and was pretty well educated, for she spoke good English and shouted to the photographer "Can't get picture unless you give children money. Children like money as well as grown up people."

The squaw was assured that they would be paid and she immediately ordered her little ones back to the road, where the picture was taken.—Phoenix (Ariz.) Gazette.

"There is no doubt that the development of tuberculosis is favored to a large extent by a bad condition of the teeth."

In and Out of the Indian Service

THIS DEPARTMENT IS OPEN FOR CONTRIBUTIONS CONCERNING THE INDIAN AND HIS PROGRESS EVERYWHERE

To Build Indian Hospital.

Iowa City.—Jesse W. McCunne, an Iowa City architect and builder, has been awarded a contract by the United State government to erect a hospital for Indians at Concho, Okla., and has gone there to build the structure.—Ottomwa (Ia.) Courier.

Oneidas go in for Dairying.

Depere.—A new \$6,500 dairy barn has been built at the Indian school on the Oneida reservation. Congress will be asked for \$10,000 with which to purchase pure bred stock for the school farm. Congress also will be asked to appropriate \$30,000 for new buildings at the school.—Evansville (Wis.) Review.

Indian School Deed.

A deed transferring land upon which it is proposed to erect the Roe Indian institute was recorded in the office of H. I. Merrill, register of deeds, yesterday afternoon. Wallace McGinnis and wife deeded to the institute the southeast quarter of the southwest quarter of section 2, township 27, south of range 1 east. The deal involved \$14,000.—Wichita (Kans.) Eagle.

Indian Agents in Sensational Haul.

Chisholm, Minn.—Indian Agents Benson and Ellis made a sensational haul of liquor toters into dry country on the road near here between Buhl and Chisholm about 3 o'clock this morning when they took three men into custody and confiscated their teams and a large amount of liquor. Charles Johnson's whole outfit and himself were taken, including his horses. His sled was loaded with thirty cases of beer and five gallons of whiskey. The names of the two other men taken were not given out up to noon, but from one was secured a team and sled, forty gallons of beer and ten ten-gallon demijohns of whiskey.

All three were taken to Virginia for a hearing before United States Commissioner Otto Poirier.—Duluth (Minn.) Herald.

Improvements at Indian Agency.

Gallup, N. M.—Improvements initiated at the Tohatchi Indian school are being pressed rapidly, according to Joseph Norman, principal. The telephone line which is to connect the school with Crownpoint is completed as far as Togay Springs and an appropriation for the hospital soon to be built has been made. A contract for construction of the commissary building was signed here by Mr. Norman.—Albuquerque (N. M.) Journal.

Indian Pupils Entertain.

Klamath Falls, Ore.—The Indian pupils of the Modoc Point Day School, on the Klamath reservation, about 25 miles north of this city, entertained 30 people on Washington's birthday.

Patrons of the school gathered for many miles around to enjoy the exercises, both literary and musical. The programme was good and the efforts of the youngsters to assist in celebrating the birthday of the country's father were heartily applauded.

Indians Being Given Many Opportunities.

Indians in the United States are given more opportunities and are being assisted more at present than ever before, according to McGill Conner, superintendent at large of irrigation of Indian lands, who is in Salt Lake City after attending to special business on the Indian reservations in Idaho.

"The policy of the department has long been to assist the Indians in every possible way to learn to make the best of their allotments," said Mr. Conner. "Under the present condition there is no reason why every Indian in the country might not be comfortable. Every activity of the department tends toward more efficiency and more extensive help to the red man of the reservations. The work in this state may well be ranked with the best done on the reservations of other states. Some reports place the success in Utah ahead of that elsewhere."—Salt Lake City (Utah) Tribune.

Field Clerk Moves Office.

Afton, Okla.—O. K. Chandler, field clerk for the Indian office at Muskogee has moved his office from Jay, in Delaware county, to Salina which is in the eastern part of Mayes county. The reason given for removal of the office from the county seat and into another county also, was that the mail service was poor at Jay. Although Jay is the county seat it is eight miles inland from a railroad—Daily Oklahoman.

No Firewater on Colville Reservation.

The following is an extract from the "Spokesman-Review":

"Firewater, the curse of the redman, is now sought after in vain by the Indians of this vicinity. At least the records of the federal court indicate that the Colville reservation is probably the driest spot in the whole dry state of Washington. Not an arrest for selling liquor to Indians or introducing it onto a reservation has been made by the federal authorities since the first of the year.

Unless some arrest for one of these offenses is made in the next three or four weeks the April session of the grand jury will present a condition hitherto unknown in the history of the federal court—a criminal docket with no bootlegging case. In the past every session has had to deal with from 15 to 20 'liquor to Indians' cases."

Indians and Bird Lore.

At Everett, Washington, a bird-house exhibit was held recently at which 780 bird-houses were exhibited. Dr. C. M. Buchanan, superintendent of the Tulalip Indian School and reservation sent the JOURNAL the following clipping from the Everett Herald, which regards one of his students and his entry at the exhibit:

"Willie Jimicum, Indian boy of the Tulalip Indian reservation. This boy sent in one of the finest specimens of a rustic bird-house in the entire exhibit. Willie certainly did a splendid job on this house and receives special mention. He gets one of the finest pocket knives in stock and his house will be returned to him in good condition. Here is an Indian boy that has the white boys beaten a mile at their own game. The roof on this house was marked excellent and was the very best that was seen at the show. Willie is only 11 years old."

Seek Change for Sells.

There is nearly always a tendency when a man has made a good record in one official position to seek to change him to another place, supposed to be higher in the scale of honors and emoluments, but which may be unlike, in duties and opportunities, the place in which fame was gained through understanding and good works. This reflection is caused by the anxiety of various persons to have Hon. Cato Sells promoted from Commissioner of Indian Affairs to a cabinet position, if, in the filling of the vacancy in the Department of War, either Secretary Lane or Secretary Houston should be changed.

That Cato Sells might become an excellent Secretary of the Interior or Secretary of Agriculture is admitted. He is able, conscientious, and industrious. As secretary he would have a large salary and take somewhat higher rank in politics and society. This is not the question. All these years the Indians have waited for a Cato Sells and they need him. It is a far cry from the border ruffian yell of only thirty years ago, "kill the nits; they make lice," when Indian women and children were slaughtered in the wars that were in most cases atrocities, to the pleadings of Cato Sells for the life of the papoose and for humane attention for the Indian mother. Cato Sells stands like Saul among other Commissioners of Indian Affairs—above their heads from his shoulders up. Better that he should be the savior of a race than the holder of an office. His appointment appears to have been an inspiration. In every fiber he feels himself the brother of the red man—his responsible keeper. His solicitude is not assumed. In his belief the humblest tepee is a home to be improved—the pagan child is being carefully reared and trained as a citizen. As Commissioner of Indian Affairs at this time Cato Sells will be remembered when hundreds of cabinet members have been forgotten. His is a noble work. The cabinet position is only, at usual times, an honorable position. Cato Sells in his place is a builder, a creator. In the cabinet he would be only a conservator. Do not take from the Indians the truest brother and the greatest friend they have ever had.—Cedar Rapids (Iowa) Gazette.

FOLLOWING THE STORY.

"The doctor says I mustn't look at moving pictures until my eyes get better."
 "Then why do you still go?"
 "Oh, I can tell what is going on by the music the pianist thumps out."

Government to Complete Telephone Line from
Flagstaff to Tuba City.

Flagstaff.—As one result of the recent threatened uprising among the Navajo Indians, the government has taken steps to immediately complete the telephone line from this place to Tuba City. Bids on poles and on the work of stringing wires have been called for. The line, which will be 40 miles long when completed, was started last summer, but the Navajos who were doing the work soon got tired.—Chicago (Ill.) Tribune.

No Commencement at Indian School.

There will be no commencement week observed at the Carlisle Indian school this year, according to a recent announcement at the school. The students will observe closing exercises but these exercises will all be informal. Change in the course of study, the fact that some of the students are employed in industrial plants and because the school officials and the students do not have time to prepare for a formal commencement are among the reasons given for abandoning the long standing practice.—Harrisburg (Pa.) Independent.

After Thirty-three Years.

The Carlisle Indian School has just now a visitor of interest. He is Edgar Fire Thunder, a prominent Sioux Indian of Pine Ridge Agency, S. Dak. Edgar is a former pupil at Carlisle, having been one of the first students to enter the institution way back in 1879, and he was here for four years. He is now a prosperous farmer and a man of middle age. Mr. Fire Thunder has just been to Washington, D. C., on important business with Uncle Sam pertaining to his tribe, and this is his first trip to his alma mater since he left it 33 years ago.

In conversation with a Sentinel reporter, Mr. Fire Thunder told of his intimate associations with General Pratt, the late Capt. A. J. Standing, Miss Ely, Miss Burgess, Miss Cutter, and people in the town.

Mr. Fire Thunder will see many changes at the Indian school and in the town since he left them. While the plan of the school campus has changed little, he will note numerous new buildings. A rather pathetic feature of his visit will be the fact that not a single person is at the school now who was here when he was a student, with the exception of George Foulk, the trustworthy colored superintendent of stables.—Carlisle Sentinel.

Indian Students Pay Their Respects.

Packing the auditorium of the Cushman trades school, faculty and students yesterday afternoon paid tribute to Instructor James P. Bales, whose funeral was held at 1:00 o'clock. A profusion of flowers expressed their appreciation of a man who was one of the most popular teachers at the Indian school.

The students appeared in uniform. Marching from the school to the street to meet the hearse, they opened ranks, and the body was borne between the lines of boys. The same drill was given after the services. The Masonic order was in charge. The body was placed in the Tacoma mausoleum.—Tacoma (Wash.) Leader.

Improvements at Fort Belknap School.

Harlem.—Jewell D. Martin, superintendent of the Fort Belknap Indian agency, has just received word from the Indian department in Washington that extensive improvements, estimated in the neighborhood of \$25,000 are to be made on the Indian school at the agency, three miles south of this city. The improvements will consist of a central heating and lighting plant and a steam laundry, brick quarters for the employes and sewer extension.—Helena (Mont.) Record.

Mail Service Soon to Indian Oasis.

The contract for carrying the mail between Tucson and Indian Oasis has been awarded to Williard Wright, of Tucson, according to a notification received yesterday from the fourth assistant postmaster general by local postal officials.

Service on the new star route is to begin Saturday, March 4, the schedule to be observed being as follows:

Leave Tucson every Saturday 7:00 a. m.

Arrive Indian Oasis 12:30 p. m.

Leave Indian Oasis 1:30 p. m.

Arrive Tucson 7:30 p. m., same day.

The scheduled length of the new route is 63.75 miles. As it passes a number of mines which are now in process of development, the workers at such mines will be greatly benefited by having a regular mail service. The contractor on such a route is required to handle mail for points along the road traversed by the route.

It is expected that a contract route will be established to San Xavier shortly, as bids for such route were opened in Washington last Tuesday.—Tucson (Ariz.) Star.

Old Indian Chief to be Honored.

Grayling, Michigan.—Shoppenagon's Inn—that is the name finally adopted for our new hotel. This is in memory of the old Indian chief, David Shoppenagon, who was a character in the growth and development of Grayling. He died Christmas day, 1911, at the age of about 103 years. He was a noble character of his race and volumes could easily be written concerning him and some of his experiences.—Bay City (Mich.) Times.

2,000 More Cattle for Indian Reservation.

Forest City.—The government is now making arrangements for placing 2,000 more head of cattle on the reservation shortly on the reimbursable plan.

This is the result of the most satisfactory reports sent in from the reservation as to the care the Indians have given the cattle furnished them by the government under this plan last summer. The cattle are receiving the best of attention and care throughout the winter.—Aberdeen (S. D.) American.

Expert to Plan Indians' Houses.

Indian Superintendent Gabe E. Parker recently received authority from the department to employ a supervisor of construction at a salary of \$1,400, whose duty it will be to draw plans and specifications for houses, barns and other buildings for Indians who build on their homesteads. His work applies only to restricted Indians.

The plan of the government is to remove the restrictions on part of an Indian's land, sell the land and with the proceeds erect a building for a permanent home. This plan has been carried out in the past, but heretofore the building was supervised by field agents. Mr. Parker, while in Washington recently, asked that he be permitted to appoint a practical builder. Hereafter the Indian will have his plans drawn by the Government man, and the building will be supervised by him until it is completed. In this way, it is pointed out, the local Indian office will save considerable money in time as well as on materials.

"With a practical man in charge of this work we should get better buildings at a lower cost," said Parker. "When an Indian builds, he will be urged to erect a home that is warm and comfortable, and the throwing together of cheap board shacks on stilts will be discouraged.

The supervisor has not yet been named.—Muskogee (Okla.) Democrat.

Indians as Citizens.

May fifth is the date set by the government for granting of patents to land and citizenship papers to those Indians on the Standing Rock reservation who are capable of conducting their own affairs in a way satisfactory to the government. Of late years the eagerness to avail themselves of this great privilege has made the Indians of this state anxious to meet the government's demands, and in consequence one now sees shacks and houses of good substantial build, well cared for plots of ground, cattle and horses taken care of in better shape, and some systematic and forward looking management and system in financial affairs of the family. The hand to mouth existence is rapidly giving way to definite settlement and improvement.—Watertown (S. D.) Opinion.

Indian Rights Defined.

Olympia, Wash.—The Supreme Court has handed down two important decisions affecting the rights of Indians under treaties made in 1859, which the Indians asserted gave them the right to "fish in their accustomed places."

The Supreme Court, affirming the Whatcom County Superior Court in the case of the state against John Alexis, a Lummi Indian, and reversing the Benton County Superior Court in the case of the state against Alec Towessnute, a Yakima Indian, said the state had police power granted under the enabling act to restrict fishing rights of both whites and Indians, and in spite of the treaty, both are to be considered on the same basis, excepting insofar as Indians have exclusive rights on their reservations.

Alexis and Towessnute were charged with fishing off their reservations without complying with state regulations.—Portland (Ore.) Oregonian.

Indians on Farming.

Lapwai, Idaho.—Indians to the number of 150 gathered here today to attend the sessions arranged for the discussion of farming, fruit growing, stock raising, and home economics.

The latter subject was of special interest to the Indian women and a separate meeting was arranged for them.

The Indians and their women are keenly interested in the work undertaken in their behalf and the speakers today were questioned

and often the discussions almost assumed the proportions of arguments when the ideas advanced did not conform to the experiences of the Indians.

The meeting for the men was held in the local theater building and was addressed by J. J. Swartz director of farming and fruit growing for the Indians; Prof. Robb of the University of Idaho, and Jacob Maxell. At the same time a meeting was held for the Indian women at the home of Miss Mazie Crawford, where Dr. W. P. H. Haple, agency physician, gave an address on the care of babies and the diseases of children. Miss C. W. Paulding government field matron, discussed the question of the care of food and why the strictest attention to sanitation should be given. Mrs. Theodore Sharp told the Indian women why they should can vegetables and meats and gave a demonstration of how the work is handled so the best results are attained.

In the afternoon a joint meeting for the Indians and their women was held and this was addressed by Professor Hickman of the University of Idaho, who discussed the growing of alfalfa, field peas and wheat and why the rotation of crops is beneficial to the land.

Prof. Robb discussed at this session the various types of cattle, hogs and horses and said the best results are attained when special attention is given to the selection of the breeding animals.

Meetings will be held at Stites, Kookia and Kamiah at an early date and the Indians today asked that another meeting be arranged for Lapwai. It is probable this meeting will be held on March 11.

Rev. Connor presided over the meeting in the theater building.—Lewiston (Idaho) Tribune.

Getting Cattle for the Indians.

More than 5,500 head of cattle and between 500 and 600 head of horses have been called for, to be furnished on sealed proposals to the commissioner of Indian affairs for distribution among the Indians on reservations all the way from the Canadian line south of the Mexican border. Advertisements have been placed to attract bids from the stockmen throughout the west in order to get the best stock possible.

Commissioner of Indian Affairs Cato Sells has charge of the work of getting the stock for the Indians, and he makes it clear that the commissioner is desirous of getting only a very high grade of livestock. The attitude

of the Indian department at the present time is to give the Indians assistance along lines that will ultimately lead them to a state of self-support and giving them the best breeds of cattle is believed to be one of the best means of reaching that end, putting the matter in the way it was recently stated by one of the department officials.

From the specifications for the animals it is observed that the department proposes to get quality stock. It makes it a pre-requisite that the animals be of satisfactory type, colors, and conformation, free from defects and deformities that will injure them for breeding purposes. The heifers must have a certain amount of Hereford blood without any trace of dairy or Spanish stock, and between 15 months and three years of age. The bulls desired are pure bred two-year-old Herefords; seven-eighths Hereford blood, two years old; pure bred Herefords, 1 months old and seven-eighths blood of the same age. There is a certain number of Durham bulls wanted also.—Great Falls (Mont.) Tribune.

The Government's Exhibit at San Diego.

The Sacramento building contains the displays of the treasury, war, navy and interior departments. Here one can see the educational exhibits of the public health service, showing the modes and manner of preventing the spread of contagious diseases; models of vessels and equipments of the coast guard and naval establishments, heavy artillery and other equipment of the army; and the fruits of the efforts of the Bureau of Indian Affairs to educate the American Indian.

This latter display is expected to be one of the most popular in the building. Here is the concrete evidence that the establishment of the Indian schools throughout the country has not been in vain. These schools have not furnished the customary blankets so common in Indian exhibits, but have handiwork of steel, wood, and leather of a superior quality of workmanship. The Lawrence, Kan., Indian school exhibits metal, wood, and leather products; the Carlisle and the Chillico, Okla., schools are displaying some fine shop-work articles; while the Pitt River Indians of the Fort Bidwell school offer unusual bead work for public inspection. Large silver loving cups attest the athletic prowess of the Indians. One cup on exhibition was awarded to the Fort Sill school for the best agricultural products displayed at a state fair.—San Diego Sun.

A Change at White Earth.

John H. Hinton, the newly appointed disbursing agent arrived yesterday and took over his duties at once. John R. Howard, the retiring official, has been appointed supervisor in the Indian Service.—Duluth (Minn.) Herald.

A Pioneer Worker.

A number of the Sherman employees were treated to a very pleasant surprise when Miss M. Burgess stopped over this week for a short visit at the school. Miss Burgess arrived in the evening but immediately started out to look up her kinsfolk.

Mr. Lubo answered the knock at his door and graciously ushered the visitor into the parlor opening off the screen porch.

"Mr. Lubo, this lady would like to see Mrs. Lubo," I said.

Mrs. Lubo nee Annie Morton, entered the room and with an exclamation of "Why, Auntie Burgess!" bridged the twelve intervening years since they had last met. After a half hour spent in mutual reminiscence, Miss Burgess bade both husband and wife good-night with the promise to call on the morrow.

The next stop was at the residence of Mr. and Mrs. Scholder, here as at Mrs. Lubo's, the time was spent in pleasant converse. Both Mr. and Mrs. Scholder and their interesting family of two handsome boys were a source of pride to Miss Burgess. She smilingly informed chubby little Joe, Jr., that his grandmother and grandfather were coming to visit them on Thursday, much to the delight of the whole family.

Miss Burgess returned to cottage No.1 after having breathed the familiar atmosphere of the printing office at the earnest solicitation of ye scribe. The next day she visited all of the different departments and in the evening accompanied Mr. and Mrs. Conser to the Orange Show.

Miss M. Burgess was among the pioneer workers of the Service with General R. H. Pratt, at Carlisle she had charge of the various school publications as managing editor and instructor in theory of printing. One of the most pleasing incidents of Miss Burgess' visit was meeting our musical director, Mr. James R. Wheelock, who was her assistant in the printing department. The band under Mr. Wheelock tendered her a complimentary serenade on the morning of her departure.—Sherman Bulletin.

Papago Indians are Urged to Enter the Arizona Law Custom.

Tucson, Ariz.—As the beginning of the movement to induce Indians to give up their tribal customs and be married in the regular legal manner, Superintendent Henry McQuigg, of the San Xavier agency, has issued a circular letter which is being sent to all Papagoes requesting that in the future all Indians contracting matrimony be married in accordance with the laws of Arizona.

This is urged especially upon the younger Indians and those who have come back from school.

The campaign undertaken by Superintendent McQuigg is the outgrowth of the case of Louis Adams, who was recently tried on a charge of adultery in the superior court. The woman in the case had been married and divorced several times, and the fact brought up some knotty legal problems in the case, which is still pending. If the practice of legal marriage is followed by the Indians, it will greatly simplify such cases in the future.

RULES FOR WEDDINGS.

The letter is as follows:

All Indians who contemplate marriage are instructed to enter the marriage state in accordance with the laws of the State of Arizona and the approved federal regulations.

Marriage by "Indian Custom" is not a proper form in this enlightened period.

Indians should procure license to marry, and be legally married by a justice of the peace, preacher, priest, or by the superintendent of San Xavier agency.

The practice of marrying by Indian custom, especially by the younger generation and returned students, cannot be too strongly deplored. It is expected that the more progressive Indians will set a good example by contracting marriage according to the best white man's way, and it is hoped and requested that old and young do away with marriage by Indian custom hereafter.

The fee for a license according to the state law is placed at \$2.00 and I believe that all you men and women can well afford to pay this small sum for the feeling and assurance that you are legally married and according to the way all your friends wish you to and teach you to. I sincerely trust that I will not hear of any returned students getting married merely by the obsolete Indian custom.—Bisbee (Ariz.) Review.



IN THE COUNCIL TEEPEE

OIL PROSPERITY A few weeks ago a gas well was brought in near a tract of land that had been allotted a few years ago to minors of the Oto tribe of Indians in Oklahoma. These allotments are, generally speaking, hilly grazing lands supposed a short while ago to be worth from eight to fifteen dollars per acre.

Taking advantage of the excitement incident to the finding of a gas well in this heretofore strictly "wildcat" territory, canny Superintendent Hoyo advertised that a public auction would be held at which the land of minors would be leased to the bidders offering the highest bonus, the lessees, of course, to pay in addition the customary royalties on all oil and gas developed.

March 23rd the auctioneer opened the sale in the assembly room of the academic building at Oto with a large attendance of eager oil operators and speculators. In two hours everything offered, but two tracts, was disposed of at bonus prices of from one to forty-four dollars per acre, the total amount received being \$61,545.31. Think of a boy receiving almost seven thousand dollars for granting an oil man the privilege of looking for and developing oil and gas on his allotment for the next nine years. If found both will be rich; if not the prospector will be many thousands poorer but the boy still seven thousand better off.

The most significant feature of this oil excitement at Oto is the influence it is having on the minds of the young. At the boarding school are sixty boys and girls who are taking a keen interest in the boom and some of whom are the owners of the lands being leased. On the day of the lease sale there were a score or more of automobiles parked about the premises. The small boys were out among them looking them over and discussing the relative merits of the different makes. The style that apparently took firmest grip on their affections was a six cylinder affair almost as big as a railway passenger car. What they finally get will depend on how the oil business develops. Of one thing you may be certain; these young people at present are doing all their thinking in terms of automobiles. The agricultural possibilities of their allotments are forgotten: Into the junk with the plow for them; and interminable joy ride is their dream.

While all we friends of the Indian rejoice in any good that comes his way we are bound to realize that these chances for sudden wealth to which he is in no way a contributor bring along a train of demoralizing effects.

Ambition to achieve by industry is not discoverable among these oil and gas fields beneficiaries. The day of small beginnings is over. The almost universal disposition is to revel in the present happy fortune or to sit with folded hands waiting for the dreamland gusher to take actual form.

When the production finally fails, as it does in every field, what is left? Allotments perhaps ruined agriculturally and long ago forgotten as the foundation for homes to be built by the industry and thrift of the allottees; Indians unused to labor, soft of muscle, inactive of brain, indisposed to work and weighted with vices that destroy the moral fiber. Who is wise enough to save these poor, rich people?



THE "LID" IN MINNESOTA

The February JOURNAL referred to a statement made by F. S. Lycan erroneously called in the clipping from which quotation was made, "F. S. Lycas," President of the Northern Minnesota Development Association, in which he described the "Indian Lid" put on in his country by the Government as very unpopular among business and professional men. Information lately received makes Mr. Lycan owner and operator of the Markham Hotel which had a very profitable bar before the advent of Larson and his men. Can it be that this association is for the "development" of the Northern Minnesota protuberant stomach?

Concerning conditions in this territory Mr. Larson has this to say: "General conditions throughout practically all of the treaty territory are very much improved as a result of the enforcement of prohibition. Jails are almost empty, and police officers have comparatively little to do." Newspapers and other reports corroborate Mr. Larson's statement and we have a right to conclude that he has been a real friend to all the people of Northern Minnesota regardless of race.



CRITIC AND KNOCKER

How unjust and senseless it is for persons having certain ideas to impute wrong motives to all who disagree. As this year advances toward November arguments on politics will become more frequent and more heated and there will be an increasing number of those who, having exhausted their stock of facts and logic, will resort to calling their adversaries names.

The same line of reasoning is used by a class of critics who constantly direct their attacks against those people who are engaged in an endeavor to hold the diminishing estate of the Indian together and fight off the grafter and the liquor dealer until the prospective victim acquires power through the educational agencies, at the same time maintained for his benefit, to offer an effectual resistance. For any person to assert that the continued existence of the Indian Bureau is chargeable in any measure to the desire of those conducting it to retain their positions is unwarranted and unsupported by facts. Who does not know that such an assertion is wholly untrue of our present Commissioner, who has had the refusal of place after place more alluring in

monetary compensation and influence? He is Commissioner because, as Secretary Lane said when looking for a man for the position, it is a conspicuous opportunity for service. Nearly every incumbent of the office, in the last quarter century, at least, has held it for the same reason.

Service is and has been the motive responsible for the connection of not only most of our Commissioners with the work, but also of thousands of those who now serve or have served in the past under their direction. The Editor of the JOURNAL knows personally a great many good men and women who will joyfully turn to other occupations when the Indian is so far advanced as to require no further guidance. Next to these who would be promptly divested of property and self-respect were its protection to be now withdrawn, a discontinued Indian Bureau would be missed most by the fellow whose sole chance for notoriety lies in his persistent, baseless, and senseless attacks upon it and those administering it.

The muck-raker exists by feeding to people with disordered mental digestion the unwholesome food they imagine they crave. With a modicum of fact there is mixed enough of fiction to make all untrue, though plausible, in the expectation that the shallow reasoner will swallow it all and think it has done him good. *A constructive critic is a blessing; a knocker an abomination.*



THE INSTITUTES

Supervisor Peairs is planning most painstakingly for the series of institutes to be held this summer at the times and places named in his announcement on another page. The

Oklahoma teachers are much disappointed that they must make the added expenditure incident to passing Chilocco to go to Haskell but, like the splendid people they are, they are planning to attend in large numbers.

These Institutes will be well worth attending for talent of the highest order will be there as instructors. Nor is this all: There will meet a lot of good people engaged in Indian work that do not know each other now, and pride in the personnel and accomplishment of the service will be greatly stimulated.

Let the June assembly at Haskell, our fine big Kansas sister, set a pattern for those that succeed.



ECONOMY

Not so very long ago a young married man, an employe in an Indian School, was recommended to the Superintendent for promotion by another person in service in the same institution. One reason urged for this consideration was that the young man was making unusual efforts to get ahead by practicing severe economies. "So anxious is the family to provide for the future" said the one making the recommendation, "that they even deny themselves tablecloths and napkins."

Considerable merit was subtracted from this self denial, which probably meant greater sacrifice to the wife than to the husband, when it was observed that the bill for tobacco, which was freely used by the latter about the house and in the diningroom, would more than supply the table linen.

Do not claim virtue for economizing on the decencies of the home when you are spending the savings in indulgence in vices harmful to yourself and offensive to others.

GREENVILLE SCHOOL AND AGENCY NEWS

Special Correspondence.

Mrs. Emma Hinshaw, of Falls City, Oregon, has recently accepted the position here as school cook.

Mrs. Jennie Saunders, of Oakland, Calif., has been appointed laundress here. She is new in the Service.

Mr. Isiah Luckey, of Pennsylvania, is the new principal teacher, succeeding Miss Donie Dutton, transferred to Salt River Day school.

Supervising Superintendent Royce, of the Carson School, Stewart, Nev., was here recently to assist and supervise in the matter of thoroughly promulgating the New Course of Study, which we had started February first.

The addition to the hospital has been completed and we are much pleased with it. It will allow us to help out the Commissioner's policy in "Save the Babies," and also in his campaign to administer more carefully to the old and needy Indians.

Our Temperance Program was the best given this term, and the entertainment was probably the most enjoyable we have had owing to the sincere and enthusiastic spirit shown by the students taking part. The songs were all special for the occasion, furnished by Missionary and Mrs. Reader, and the singing of them revealed to us that our boys and girls are certainly on the "Dry California" side with the proper fighting spirit behind them.

His visit gave great impetus to this work and presented opportunity for employees to become conversant with many perplexing features we did not thoroughly understand. Mr. Royce explained all these things satisfactorily and showed us the way to establish this course so that we could get desired results. His assistance was of the constructive kind and we are all thankful to him for his encouraging words and helpful advice—which no doubt, will aid us to make Greenville school more efficient. We are better off for his visit.

Mr. R. D. Hall, Secretary of Indian Work of the International Committee, Y. M. C. A., work for Indians, made our school a four-day visit in March. We feel that this visit has been productive of much good. He addressed the students Saturday night, led the special Sunday school on Sunday morning, talked with the boys Sunday afternoon, and made the principal address at the Mission Chapel

Sunday evening. Many friends and patrons of the school attended the evening services. After these services an Inner Circle was started. The circle is composed of fifteen boys, who voluntarily asked that they be given opportunity to start the Christian movement. The results of Mr. Hall's visit augurs well for our work, and we are all very happy and pleased over the results of the visit. He has given valuable and lasting impetus to the Christian work of the institution, which we hope will spread out and become a powerful influence for good among the old Indians. The Inner Circle boys have been given a room all their own, and they meet every Thursday evening, from six to seven, for prayer and Bible reading. Alfred Marsh, a fullblood Pitt River, and John Tuna, Digger, are president and secretary of the Circle.

Hiawatha Open Session.

On March seventeenth the members of the Hiawatha Literary Society presented to the people of Chilocco their annual open session. The girls made a big hit with their entertainment. The program was splendidly arranged and faultlessly delivered. The debate was worthy of special comment and praise, every debater doing her best and being prepared to the extent that it was not only interesting but enthusiastically received by the audience. Many who attended the entertainment passed the comment that it was the best of the year, but as to this the JOURNAL would have to put the matter to a popular vote, for we have been entertained this year by especially well produced open sessions of more than ordinary merit. This entertainment brought credit to the Hiawathas, their advisory member, and to the school besides displaying the spirit that spells "success" anywhere.

Following we print the program:

Society Song	.....	Society
Opening Address and Appointment of Critic	.....	President
Minutes of the Previous Meeting	.....	Secretary
Recitation—"The Wearing of the Green"	.....	Viola McNeil
Essay—"Life of St. Patrick"	.....	Isabella LaCass
Recitation—"Finnigin to Flannigin"	.....	Emma Lonechief
Songs by Ireland's Poet, Thomas Moore	.....
a—"Last Rose of Summer"	.....
b—"Believe Me if all Those Endearing Young Charms"	.....
		Hiawatha Quartette
Recorder	.....	Eunice Johnson
Shamrock Drill	.....	Eight Small Girls
Debate—"Resolved, That all Children in the United States Should be Compelled to Get an Education"	.....
		Affirmative
		Negative
		Clara Root
		Edna Martin
		Edna Grounds
Piano Duet—"Let Us Go For Pleasure"	.....	Mazurette
		Helena and Ethleen Pappan
Shadowgraphs—"Ballad of the Oysterman"	.....
		Cecilia Christensen, with five assistants
		Judges' Report
		Report of the Critic
		Adjournment



Chilocco News in General



Mr. Chas. Hawzipta of Anadarko, visited his daughter, Maggie, this month.

Master Russel Seneca visited with his Aunt, Miss N. R. Seneca of Pawkuska, Oklahoma, recently.

Agnes Riley sang at an entertainment at the First Presbyterian church in Arkansas City on Friday, March 31st.

Mr. and Mrs. M. B. Cooper of Washunga, visited their children, Bessie, Medora and Johnnie Cooper, during the past month.

Mr. and Mrs. B. P. Adams of Whiteagle, Oklahoma, were counted among the guests who visited Chilocco during the past month.

Supt. Allen visited the Ponca and Oto schools a few days the past month in connection with his duties as supervising superintendent.

Garnett and Simeon Mosley, were called home on March 21st on account of the death of their brother. They returned to school on April 1st.

Mrs. J. E. Jones, who has been a patient of the Wesley Hospital at Oklahoma City, has returned. Her friends wish her a speedy recovery.

Mr. Edward A. Porter, principal teacher, was again called to Morocco, Indiana, the past month, this time by the illness and death of his father.

Mr. J. D. Colvard of Salina, Oklahoma, visited his children, Myrtle and Robert Colvard. He expressed himself as being well pleased with our school.

Mrs. Shroyer has left for her home in Dawogiac, Michigan. She is Mr. Holloway's sister and has spent the past two months here with him and his family.

Mr. F. M. Patterson of Yates Center, Kansas, visited Chilocco during the past month. He was the guest of Miss Mabel Berry, who is one of our academic teachers.

Rev. Mr. and Mrs. F. M. Romine of Jetmore, Kansas, were guests at Chilocco during the past month. They were visiting their son, our chief engineer, G. H. Romine and family.

Mr. and Mrs. Hatch arrived April 4th. Mr. Hatch takes the position of assistant farmer, recently vacated by Mr. Louthan's transfer to Pawnee, while Mrs. Hatch takes the position of teacher, made vacant by Mrs. Louthan's transfer to the Pawnee school.

On the evening of March 31, with Mr. Porter, Mrs. Cook and Miss Tyer as host and hostesses, the Junior and Senior classes were invited to take dinner in the Domestic Science rooms. Everyone present reported an excellent dinner and a most enjoyable time. Among the guests invited were Supt. and Mrs. Allen and Mrs. Porter.

Mr. and Mrs. Mack Johnson had as guest on the first of the month, Mrs. George Hoyo, wife of Supt. Hoyo of Otoe.

The Senior, Junior and Eighth grade classes gave a Masked Ball on the evening of April first. The costumes were varied and picturesque. A very pleasant evening is reported by all present.

This last month the Minnehaha Chorus girls gave a number in the concert held at the Congregational church. The girls were heartily encored to which they responded. This concert was given for the benefit of the church.

Mrs. Seneca returned March 27th. She has been visiting with relatives in San Antonio, Texas, since February 2nd. She also reports a most pleasant trip and having visited all the historic spots in and around that city.

J. Grant Bell, the genial farmer at Rainy Mountain, has been transferred to the similar position at Cantonment, Okla., while Wm. Breuninger has left the District Farmer position of Cantonment for the place vacated by Mr. Bell.

Mr. Keton and his boys have been kept busy of the late hauling sand. Our sand is hauled from the Arkansas river some six miles away, and as the river has been so high most all winter it has been impossible to get all the sand needed.

Inspector W. S. Coleman of Atlanta, Georgia, who is in Oklahoma on official business, was a visitor at Chilocco Sunday, March 26th. In the evening he delivered a forceful and instructive address to assembled employees and students.

Now that spring is upon us, students and employees are cautioned by the JOURNAL to "Keep on the walks" until the grass has a chance. After that, be careful to not make paths. We are all proud of our campus—let's make it more beautiful than ever this year.

Mr. C. C. Custer who came to us from the Panama Canal to fill the place of Chief Engineer has already gone. An offer of \$2400 per year as Superintendent of Construction at Corregidor island, near Manila, was too tempting to be resisted. While his stay was short it witnessed a number of improvements in our steam plant. He is succeeded by Mr. Gilbert H. Romine whose service as assistant were such as to merit recognition.

On Friday, March 10th, five of our Y. M. C. A. boys, with W. P. McCaffree, journeyed to Whiteagle Indian School and held a meeting there. The members of the team were, Claude Hayman, Joseph Shunatona, Vidal Zuniga, Benj. McKenzie and Henry Rider. They received a most hearty welcome and their three meetings were well attended. It is hoped another team will visit Whiteagle in the near future. Each member reported a fine time and glad of the opportunity to visit the Ponca Agency.

Mr. P. A. Lazelle of Oklahoma City was the guest of Mr. Roche during the past month.

We always try to practice, preach and teach optimism, but along about March or April our arguments or sermons assume a sort of torpid ring and our optimistic spirit is conspicuously ailing. Why? No, not spring fever, hook-worm, pellagra nor war shock. No. Just this: Why is the United States so arranged that Oklahoma lies between Kansas and Texas? About this time of the year the migratory Kansas winds are returning from the Texas Coast Country, apparently belated, to their Paradise—Kansas. Now, why was Oklahoma so located that she must forever tolerate these eye-winking, nose-smelling, mouth-filling—gully, gully, Kansas winds?

ITEMS FROM THE TRADES

The new dairy barn has been painted again and it makes an improvement. The painters say there is lots of roof to cover though.

The industrial competition is calling out some good work in carpentry, blacksmithing, leather working, and painting. We hope to be represented by the masons also.

The harness makers are busy with more harness and some shoes though the new machine cannot run at all times because there is not sufficient shoe work to keep it busy. It is a fine machine and will add greatly to the efficiency of the department.

The painters are busy with some work for Father DeBeers this week. There will be an opportunity for the painters to demonstrate their skill in the finish of the articles listed for the industrial competition which have been produced from the carpentry department.

The season is here for new walks and the masons at present are taking advantage of all available good weather to get in as many walks as possible before commencement. The new concrete mixer is a great machine; if you don't think so just take a contract to wheel the mixed concrete away as fast as the machine can mix it. It only mixes 10 cu. ft. per minute, so it is "easy." That is not what the boys said about it though.

There is a great variety of work that is finding its way to the blacksmiths since their supply of coal ran out and they are waiting for more to arrive. They have torn out the old fountain, built some road with the old material from same, put a new deck of tin on Mr. Johnson's cottage and are at present concerned with rebuilding the boat landing at the north side of the lake. They are like the well prepared man: "Always ready" for whatever comes up.

The blacksmiths, carpenters, masons and painters will all be represented in the remodeling of the fountain that has for some time been out of commission. The engineers have also been concerned in the matter so the repairs intended will be a community affair.

It was decided that all the bottom of the pool and base of the fountain would have to be re-

placed and the blacksmiths removed the iron work and old cement work. The masons will place the bottom of the pool and the carpenters the forms for the base of the fountain. The painters will attend to the iron work when it is reset and among all of them it will be fully as good as new when completed.

DOMESTIC ART ITEMS

The chief aim in domestic art is independence and self-reliance.

The domestic art girls are working very faithfully on exhibit articles.

A few of the girls in this department are making things for exhibit.

The chorus girls in the commencement play are crocheting their own hats and trimming them.

All the sewing room girls were sewing on the operetta dresses which are to be used next month.

The fourth year vocational girls have a special order to fill for Mrs. White, of Lac Du Flambeau.

Mr. Coleman, an inspector, gave a very interesting talk to one of the domestic art classes on Wednesday the 29th. He said some very nice things to the girls which they appreciated.

The sewing room girls are making white summer uniforms for the small girls. As soon as they have finished these they will begin making white summer uniform waists for the older girls.

The mending department detail finished their mending early this week and are helping in the domestic art department for a day. All seem very happy to exchange mending for fluffy ruffles and bright colors.

ATHLETIC NOTES

Chilocco opened the 1916 base ball season by playing the fast Southwestern State Normal team at Weatherford, on March 22 and 23. In the first game the Indians were decisively beaten by the score of 8 to 3. The next day, however, they redeemed themselves by beating the Weatherford team by the score of 9 to 0.

From Weatherford the Indians went to Norman where they met the fast Oklahoma University team on March 24th. This game was stopped by a heavy rain. The score stood 0 to 0 when they were forced to quit.

The field meet with Southwestern College was postponed on account of wet weather. We hope to meet with them in the near future.

Captain Zuniga has kept his men very busy with track work. He reports quite a number trying for first team.

Chilocco defeated the Southwestern College team of Winfield, Kansas, by the score of 13 to 0 in a very one sided game of base ball on Monday, March 27th. Our boys started off in the lead sending the pellet to all corners of the field.

This was the first game to be played on the home diamond this year.

On March 18th there was held a track meet between the boys' Literary Societies. The purpose of this meet was to pick the first team track men. Quite a number tried for first place in the different events. The Soangetaha Literary Society won by the wide margin of 65 to 39.

DAIRY DEPARTMENT

During the last ten days the dairy boys have been learning to operate the Babcock test for butter fat in milk. We keep a daily record of each cow's milk production, and from these tests we will be able to determine the value of each cow as a producer. The boys seem to be quite interested in this part of the work.

The production for the month of March was 27872 pounds, this is a good record considering the fact that cows were on dry feed, and is 146 pounds in excess of the amount produced by the same number of cows during the month of May last year, and with the cows on pasture.

This is due in a large measure to a number of our Holstein heifers having freshened during the winter, and to the fact that a number of the older cows and poor producers have been weeded out.

NURSERY DEPARTMENT

We are now spraying the apple orchard and hope to raise a good crop of specimen apples.

The nurserymen are a busy force and before many weeks we will see the results of their labor.

The Nursery Department have been replanting some of the groups of shrubbery on the campus.

The plot of ground east of the lake is being formulated into a park to raise flowers and to improve the appearance of the school grounds.

The busy season for Mr. Rogers, horticulturist and landscape gardener, has opened. With the large campus, orchards, nurseries etc., to look after, he will be kept on the jump. He has a large territory to cover, and one that demands close attention if the best results are obtained. The results of this department are highly appreciated for we all enjoy the beautiful flowers, the well kept lawns and the luscious Chilocco grown fruit.

FARM NEWS

The farm boys began planting corn March 31st. They have nearly 300 acres to plant. The soil is in fine condition to receive the seed.

Wheat is looking fine. The unusual amount of sleet and ice that covered everything last winter did not injure our wheat to speak of.

The Hessian fly that effected so many fields last fall seems to be coming up missing this spring. Perhaps the sleet and the freezing had a bad effect on them.

Oats are looking good, especially the early sowing. It pays to plow the oats ground in the fall or early winter. It helps the farmers to keep abreast with his work.

The 60 head of steers which had been on full feed for the past 150 days went on to the market in Oklahoma City March 6th. They were sold for the handsome sum of \$6,872.85.

They easily topped the market and received a great deal of attention and praise from shippers, stockmen and packing-house people.

These cattle were of even greater interest to the people who saw them, when they learned that they had been fed and cared for by Indian students at Chilocco.

The marketing of the farm products in the way of choice live stock is a valuable lesson and demonstration to the Indian students.

I believe it the duty of every school farm to make the live stock industry interesting and attractive to the Indian boys.

J. W. V.

Chilocco's Y. M. C. A. Gospel Team at Ponca.

Reported to Mr. McCaffree by the Missionary at Whiteagle.

"The boys have begun the 'Morning Watch' and they are more enthusiastic than ever. They are ready for service and have volunteered to lead in prayer at any of our public services. I called for volunteer pray-ers after the sermon in the Sunday morning service, and three of the boys lead in prayer. Supervisor Coleman was present and was very much impressed.

"Sunday night Mr. Coleman talked at the Chapel service. He said the boys prayers were most profound. And truly it is wonderful. Everywhere on the playground and at work they are manifesting the christian spirit. This is simply marvelous. They have never taken a stand before. Mr. Odle (principal) and the employees are talking about it.

"We want you to plan another visit with us before the school closes, say about April 21 or May 5. Let us know about it and we will gladly meet expenses." (The expenses of the last trip were born by the Missionary society at Topeka.)

"An incident to show how our boys believe your boys: We had a ball game last Friday, my Ponca boys versus white school boys. The Ponca boys prayed the night before for the victory. They came to me on the ball ground, telling of their prayers, etc. I was alarmed and knew it would be tragic for them to be defeated. And I prayed with all my might for them. Odds seemed against them at first, but soon they more than held their own and the final score put them 15 to 8 in their favor. They never played better ball, and, of course, they felt good."

PROGRAM, WESTERN OKLAHOMA INDIAN SCHOOLS ATHLETIC ASSOCIATION

FOLLOWING is the program of the Western Oklahoma Indian schools Athletic Association to be held April 12-13-14, 1916, at Caddo County Fair Grounds, Anadarko, Oklahoma.

PROGRAM

WEDNESDAY, APRIL 12—A. M.

BASE BALL

Anadarko School vs. Fort Sill School, 9:00 to 10:15.

Riverside School vs. Cheyenne and Arapaho, 9:00 to 10:15.

Cantonment School vs. Rainy Mountain, 10:15 to 11:30.

Noonday Lunch.

P. M.

BASKET BALL

Fort Sill School vs. Riverside School, 1:00 to 2:00.

Sege Indian School vs. Anadarko School, 1:00 to 2:00.

Cheyenne and Arapaho vs. Rainy Mountain, 2:10 to 3:10.

Semi-final, Winners from Events One and Two, 3:15 to 4:15.

Employees' Reception at Kiowa Agency, 7:30.

THURSDAY, APRIL 13—A. M.

VOLLEY BALL

Rainy Mountain School vs. Anadarko School, 9:00 to 10:00.

Cantonment School vs. Riverside School, 9:00 to 10:00

Sege Indian School vs. Fort Sill School, 10:00 to 11:00.

Semi-final Base Ball, winners from events one and two of Wednesday's games, 10:00 to 11:30.

Semi-final Volley Ball, winners from events one and two above, 11:00 to 12:00.

Noonday Lunch.

P. M.

TENNIS TOURNAMENT—PRELIMINARIES

1. Riverside School vs. Cantonment School.
2. Cheyenne and Arapaho vs. Fort Sill School.
3. Kiowa Indian Agency vs. Rainy Mountain.
4. Sege Indian School vs. Anadarko School.

SEMI-FINALS

Matching winners from events One and Two.

Matching winners from events Two and Three.

Declamatory Contest 7:30, Dietrich's Opera House, Anadarko, Oklahoma.

FRIDAY, APRIL 14—A. M.

Track and Field Events begin at 8:30.

Relay Race, One-half Mile; 50 Yard Dash; 100 Yard Dash; 220 Yard Dash; One-half Mile Run; Running Broad Jump; Standing Broad Jump; Running High Jump; Pole Vault.

Tennis Finals, 10:30 to 12:00.

Noonday Lunch.

P. M.

Basket Ball Finals, 1:00 to 2:00; Volly Ball Finals, 2:00 to 2:45; Base Ball Finals, 2:45 to 4:00.

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