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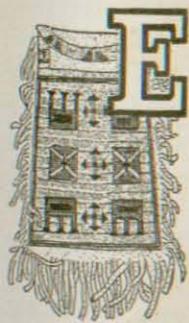
Number 5

THE EDUCATOR'S PROBLEM FROM THE BUSINESS MAN'S STANDPOINT

BY EDWARD C. BALDWIN,

Business Agent, Massachusetts Board of Education.

IN *The Elementary School Journal*



EDUCATION at the public expense in the future must grow out of the people's needs, individual and national. It must be democratic in its organization and control. It must operate to develop efficient and productive citizens. It will be expensive, but it will be the only kind that the people will be willing to pay for.

Education is as broad as human life itself. It directs man's life and is responsible for the control of his morals, the establishment of his ideals, the development of his ambitions. Educational methods are the processes by which the minds' of human beings are trained. They are the means by which man's intellect is developed, and his physical, as well as his mental power strengthened. They are, therefore, the means to an end, which end is by some mistakenly supposed to be the winning of a diploma or certificate. Yet

the possession of a diploma, certifying that one has successfully qualified in a course of instruction directed by these methods, does not guarantee that the recipient of the diploma is educated.

The "higher education," although a valuable asset, is not indispensable to happiness. Men live contentedly without it. An academic education is not absolutely necessary for man's success. Even in these days when education is free, men have achieved wonderful successes without its advantages, while other men, holding diplomas galore, are failures. We must not, therefore, regard the possession of what is commonly called *education* as the ultimate end. It, in turn, is the means by which its possessor may more easily and speedily reach the goal of his ambition.

As a means to an end, education must be useful. To be useful, it must be practical, and to be practical, it must be productive. Therein we have a true measure of its value, namely, its productivity. The value of education is its power to enable man to increase production and his capaci-

ty for happiness. If the uneducated man is able to support himself and his dependents and enjoy his life in peace, to educate that man to "appreciate" civilization and the higher standards of living, without increasing his power of production, is to injure that man and his family. To educate that man and permit him, because of these advantages, to dominate arbitrarily the rights of other men less fortunate than he, is to work a hardship upon them.

When people live together, their freedom to act becomes limited, and the rights of each man must be established. Education, thus, has another phase of usefulness. It must also teach men their rights and the proper enjoyment of those rights, and it must teach them to respect the rights of other men to have and to enjoy. Education should help a man to define his obligation to society. It is, therefore, a community project, and as that community enlarges, the necessity properly to educate its citizens increases with its growth.

Can we not, then, measure educational standards by the degree in which they increase the individual's power of production, enlarge his capacity for happiness, and strengthen his purpose to live in harmony with other men?

It is not my object to look back and point out our mistakes we have made, nor to charge up to education the deficits in these particulars. Neither is the enthusiastic educator warranted in assuming all credit for the good and declining any responsibility for the bad acts of man. He cannot but recognize the fact that those responsible for the horrible conditions now existing in Europe, which make it necessary for our splendid type of American manhood to don the uniform of our country, are men from Germany's most highly educated classes, men who have received the advantages of all that Germany could offer in cultural development, men who vaunt their *kultur*.

My object is rather to reckon with conditions as they are even now in this period of transition, and as they will be in the ensuing era of reconstruction, and to determine, if I can, what education can do

to improve these new environments so as to bring about greater individual productiveness and well-being and stimulate higher standards of citizenship.

To compass this end is not a "one-man job." Neither is it a number of jobs to be performed by numerous persons acting independently of one another. But it is one job, one tremendous job, which must be performed by many persons, working together in harmony, for one worthy end.

It is unnecessary to point out the lack of agreement in the acceptance of educational methods, or to show that there are nearly as many chiefs as there are separate units engaged. It should be unnecessary to prove that the work of the educator is a vocation and not a "call." These truths are self evident and must be faced, further or progress will be retarded.

First of all, then, the leaders must develop a willingness to co-operate. They must agree to forego the feeling of superiority over other men, and not to covet the title of "expert," assumed by so many of their profession. They must agree to become workers in a common cause, and to be prepared to "sacrifice," if requested, that the "team may win." The day of the individual is rapidly giving way to that of the co-operative organization. Progressive business men are no longer thinking in terms of their own power, but in terms of the power of the masses.

We must educate the child of the future for a definite type of vocation. By that I mean that we must soon determine in a scientific way what vocation a boy is or is not qualified for, whether he would better become a mechanic, a clerk, a professional man, a scientist, a business man, or a common laborer. I do not mean to say that we should train a boy to be a stair-builder or a core-maker, but we must, at least, be able to differentiate between the type of man needed for a concrete-worker and that required for a preacher. I do not think that we can draw the line so closely as to predetermine whether a boy is qualified to teach mathematics better than chemistry; but we should be able to determine whether a boy would make a

better professional man than mechanic.

Furthermore, we must, not only be capable of making the differentiation, but we must have the courage of conviction to make known our decision. It is not going to be enough for the educator to say that the parents won't tolerate such action, and expect the public to accept this as an excuse for shirking his responsibility. The parent does not "stand for it" now, because he is misled by the exaggerated importance of a few of the so-called professions, by the preference shown the undergraduate who elects the college course, and by the preference accorded the man with a degree.

But the day is come when one man is as important as the other, because he will be so recognized by the public. The skilled mechanic is as necessary for the success of the body politics as the professor, and his training is therefore of equal importance. The strength of the whole is in direct ratio to the strength of its individual members.

These new conditions under which people are living have produced a new environment, a new ambition, and a new point of view. Educational methods must change to meet this new demand. The responsibility for the adequate, scientific training of the child rests with the schools. The citizen has been led to believe in the ability of the educator to administer that training, and it is for that he pays his taxes and supports the schools.

The problem of today, therefore, is twofold: (1) to train the child to increase his usefulness as a member of society, and to acquire a higher efficiency as a wealth producer; (2) to train the children of the future to accept law and order, to live in peace, and to respect the rights of their fellow-men.

The detail involved in ascertaining the natural talents of the child, and providing the consequent training, is the task of the experienced educator. It will be said that the average man at the head of our schools is too limited in his views and often unwilling to co-operate. This I am willing to admit; but are we to let a check prove

a barrier? Must we as a nation adhere to the slow, indifferent, inefficient methods of the past, simply because some educators say we are about "to remove all joy, sentiment, and individuality from their work, and put it on a commercial basis"? Too many such control educational policies, and as a class cannot be expected to reform them. They are like some other despots who are moved only by the force of the people who support them.

It is said that "reforms always come from below, and not from above." When the people learn the need for a revision in education, the people will insist that it be revised. If, as I have said, "education is a community project," then it follows that those who assume leadership or are delegated to act as leaders should undertake the responsibility of interpreting the ideals, ambitions, and needs of the people of this generation and fully inform them of the means best suited to the advancement of those ideals and ambitions. The people look to them for guidance and advice and are entitled to receive both. Educational advancement within educational institutions will be made, but it will be slow as compared with the advancement that will be made if the people become aroused.

From my point of view, a national program of education would start with a direct appeal to the people. Education needs advertising. Let no one be horrified at this statement. If democracy itself can stand advertising, the greatest means to democracy can stand it. It is interesting to note that, following closely in the wake of our few thousands of soldiers in Russia, a printing-press, Russian translators, and a squad of publicity men, including an educator, were sent into Russia for the express purpose of getting up posters and placards, to be posted in every village where our troops penetrated, to explain the meaning of democracy.

What should our policy be?

1. To teach by actual participation a broader and more liberal understanding of the rights of man in, and of his obligations to, society.

2. To acquire a more scientific knowledge of the human being, and devise a better system of training and developing his power to become a more efficient producer, to the end that his income may be increased, while the period of preparation may be decreased.

3. To equalize all educational opportunities and place them within the reach of the child of every citizen.

4. To prove and standardize the material accessories to education, such as buildings, grounds apparatus, and other equipment, so that every child in every community in the state shall enjoy equal privileges.

A radical program? Only from the viewpoint of the stand-patter, and these are not stand-pat times. German *kultur* has slain that idea. The march of events is such that the radical of yesterday is the conservative of to-day.

How will it be possible for us to put into practice such a plan? It is easy to suggest, but admittedly a little more difficult to execute. Not any more difficult, however, than other important things that are accomplished by men. It is agreed that educators are not enforcing the high standard of educational methods that we propose. The question naturally arises: "Are they competent eventually to practice these methods?" Personally, I believe they are, and that it requires two things to bring about this result: first, training; second, a willingness to co-operate with others in the adoption of these new methods. Are the teachers going to accept this proposal? Yes. The average teacher is beginning to learn that something new is needed, but she is unable to see for herself what it is; therefore she needs help. In addition to training, the teacher needs further inducement. What is the inducement? Increase in salary. If there is anything upon which all are agreed, it is that *competent* school teachers are not sufficiently paid. Too often the public has reason to feel that teachers are not giving in service the equivalent of salaries paid. The way to adjust this matter is to set up an educational standard that shall

be known in the future as the national standard of elementary education, and have each state provide a sum of money for the payment of salaries, whereby every city and town that adopts this standard may be reimbursed. In other words, establish a minimum salary for the persons engaged in this new educational work, insist upon its being paid, and reimburse the cities and towns to the extent of one-half of the amount paid said instructors.

Need I argue in favor of this principle? We have it already established in "superintendency unions." We have it in the reimbursement for vocational schools, and the states themselves are being reimbursed by the national government by means of the Smith-Hughes Act. There is nothing novel in this plan.

However, simply paying higher salaries will not of itself produce better results in public education. Added to that we must have a more democratic control of the means and instruments of education. All professions are conservative, and teachers are such a shifting body that they have had little of group-consciousness or group-controlled purpose in establishing standards of what they shall do, or how they shall do it. As a class they have been followers of orders passed down by those in authority, who sometimes happily interpreted the educational needs of the times, but frequently did not. Who has set the standards of what shall be taught in high schools, and how it shall be taught? And who, except those who get their living by preserving the *status quo*, will argue that the high schools, by and large, are even within reasonable distance of doing as much as they should in fitting young people for doing what the world wants done? Autocracy in government is rapidly going out of style, and along with it, if we are wise, will go autocracy and aristocracy in educational administration and educational methods. A new vision of interpretation, and co-operation must come to educational leaders and the rank and file of educational workers, or they will fail in the service

they can render if they will in the New Democracy.

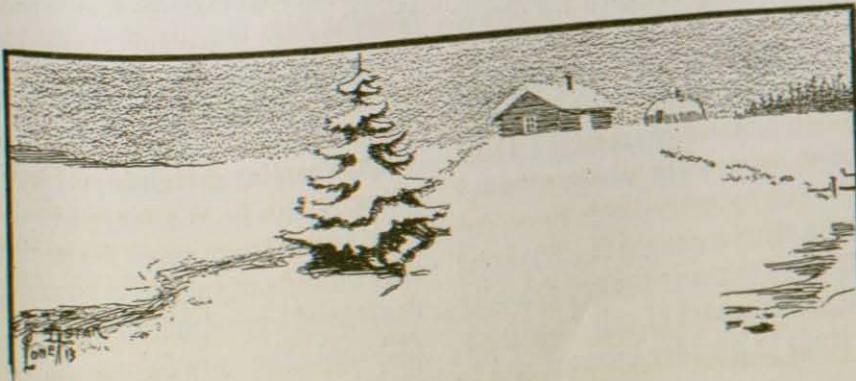
Again, it may be objected that "this thing will cost so much it will never be listened to." Do we count the cost of "canning the Kaiser"? Do you consider the cost when employing a physician? If you feel the actual need of a thing, do you refuse to pay the price? Did you ever know of anything the people wanted that they were unwilling to pay for? I have before me a weekly magazine that collects millions of dollars each year from advertisers. I have examined the advertisements in this issue, and not one of them emphasizes the cheapness of its product. Every one of the advertisers makes the point that his is the *best* product made. Why? Because they know from experience that *the people want the best and will pay for it*. To the educator I would say: Do you realize that you are selling education? Do you dare to defend its quality, as the manufacturer of an automobile will defend his product? You haven't had to, but you will not always enjoy this immunity.

Is the taxpayer satisfied? Nearly one-half of the taxes he now pays are for the support and maintenance of education. Will he pay more? Not without a protest if the quality remains the same. Change the quality, show the taxpayer that you propose to give him better educational value in exchange for his money, and he will pay the bill and thank you for giving him the opportunity to do so. How do I know? I have sold goods, and

I know what buyers want. Why are we today paying machinists \$60 to \$80 per week and increasing the salaries of teachers only a beggarly \$100 or \$200 a year? Because the public has not confidence in education as an essential industry. Of course the educator doesn't want to admit it, but the fact is, the public, or those who act for it, doubts if the returns received on the educational investments are worth the cost, and to no small degree the public is right. Pretty plain language? Yes. These are times when we ought to face facts.

Therefore I appeal again to the educational leaders for an educational policy that is right, that you know is right, and that you can defend against all comers. When you have thought out that policy, state it in terms of a program of action that the ordinary citizen can comprehend, and then *advertise it*. Advertise it to those very people whose children are your prime consideration, create a public demand for the educational commodity, furnish a brand that bears out your advertising, and the public will accept it and pay for it.

Aloofness, remoteness, and a chilly reserve may be the marks of high breeding, but most people will cheerfully forego them for understanding, sympathy, cordiality, and a willingness to get next to the real things of life. Particularly can teachers profit by a wider participation in life, and in turn will our children profit, and their generation be served by bringing reality into education.



TRAINING THE BOY FOR INDUSTRY

By LOUIS L. PARK,
In *Vocational Summary*.

MR. LOUIS L. PARK, superintendent of welfare of the American Locomotive Co., of Schenectady, New York, delivered an interesting address before the department of vocational education and practical arts of the National Education Association on July 4th at Pittsburg. He presented an interesting analysis of the traits and qualities which industry requires of its workers and in turn showed how industrial experience contributes to the setting of moral standards for the youth; the cultivation of self-reliance and the spirit of initiative; the formation of habits of deliberation and judgment; the development of the power of adjustment; the spirit of cooperation and resourcefulness; right reaction to discipline; relation of quantity to quality in estimating the compensation for labor; the realization of the place of the worker in the scheme of production and the conservation of health and physical soundness as well as moral integrity.—*Vocational Summary*.



TO a large percentage of the boys who each year reach legal working age the call to enter industry comes with a strong appeal, the appeal of a great new experience. It offers a change from the routine of school life and a freedom from study; it offers the charm of an income and of more spending money, a feeling of independence and an improved standing among one's neighbors. Others have succeeded, have secured good jobs and earn good wages; why may not they? It is the call to a big adventure in which are wrapped the possibilities of the future. Were we to ask these boys what is the most important thing to be attained through industry it is likely that from most of them we would receive the answer "good wages." But industry holds more for these boys than a chance for financial gain; it gives to many the opportunity for that development of mind and body which leads to broader interest and to

increased ability, and their activity in matters of social interest is partly the result of success as industrial workers. The larger relationships of industrial life present also the problems of moral development, either for better or for worse, for with the associations which come with work in mill or shop come moral influences which help for the strengthening of character or which tend to lower the standards. If the boy who is to enter industry is to be prepared for life, much will depend, then, upon how he is prepared for industry and the extent to which our schools prepare the boy for industry will in many cases mark the extent of their influence in shaping him for life in a democracy.

ADJUSTING THE INDIVIDUAL TO HIS PROPER TASK

The vocational training of boys for industry can be considered here in a very general way only. So varied are the demands of industry, so many the degrees of opportunity offered and so different the provisions made for training after employment, that no

simple rule can be suggested. The needs of each locality will naturally govern to some extent the vocational training advisable, and the preparations which the employer makes will modify those needed in the school for the training of the future worker. Still further, there is the problem of adjusting the individual to his proper task, of finding the work which will afford development and provide income to the satisfaction of the worker. These variables must be met by a program sufficiently flexible to insure justice to the greatest possible number.

We may well keep in view the fact that most industrial workers eventually specialize in their work, no matter how elaborate their training. The young man finds that he does his best work and makes the best wages in some one process, and to this he is apt to hold, while only a few engage in work involving broad training and demanding general skill. The instruction given to employees after entering industry is, therefore, part of a program of adjustment which is necessary to enable the worker to find his ultimate job.

All specialization is most intelligent and appropriate if it has been preceded by a program of training in different operations. The apprenticeships and other training courses offered by employers have this as one of their objectives, not only to develop men for general utility, but to give the mental development which produces efficiency in the worker. Several things are here accomplished: First. The worker's curiosity as to certain kinds of work is satisfied in the process of rotation about the shop and he is content afterward to settle down to one of them; if confined to one task

from the start he is apt to think some other is more attractive and keep changing later to less advantage. Second. He is better able to judge the work to which he is adapted, because of his all-around experience. Third. He is mentally broader and more ingenious and self-reliant from his contact with many problems and their solution and his mastery of a number of processes. Fourth. He has less fear of specialization, since he knows his ability to do other things, if necessary, and there is absent a feeling of narrowness due to the confining character of his task. If variety of opportunity is not provided it will, in many cases, be obtained by voluntary drifting, and it may well be given by plan at first than by accident later.

Whatever the school may do in vocational guidance should help to decrease, though not eliminate, this post-employment fitting of boys to jobs and jobs to boys. The thing he likes best may eventually be set aside and another more serious task may claim his life's greatest effort, but with the larger number the guidance of the school will prove to be safe and, in many cases, final.

When a modern training course is offered by an industrial concern, the matter of preliminary training is simpler. When proper training in industry is not provided, the vocational opportunity of the school is apparent. To a greater or lesser extent they may prepare for specific positions or trades and give the student the breadth of experience which should always precede specialization. They may at least teach the essential operation of certain predominant trades, or what we may call the "alphabet" of the trades, from which are derived

the many combinations which make up a variety of industrial occupations. With these fundamentals mastered it will be easier for the student to adapt himself to a specific situation than if he has attempted to specialize in school and must later take up other work.

THE ATTITUDE OF THE BOY TOWARD HIS FUTURE WORK

But whatever may be the extent of trade or vocational training before the boy enters the shop or mill, there are certain mental traits which, if he has acquired, will help toward successful progress in industry. He may have gone through the school program and done all the stunts required and be able to show some samples of his productive ability, but yet miss the most desirable of things possible of accomplishment. The state of mind is, after all, one of the great things desired—the attitude of the boy toward his future work. His conception of the scope of his school training, his ability to adjust himself to his work, his reaction under discipline, his sense of relation of quality and quantity, and his attitude toward compensation will have much to do with his progress toward efficiency. The extent to which the school may help in shaping his attitude toward these is problematical, but whatever it may be able to accomplish in this direction will be desirable. We have known boys to consider their school trade training sufficient to insure a substantial income and who have drifted from place to place because it did not soon materialize. We believe that it is unwise for anyone to encourage boys in considering themselves skilled mechanics when they have mastered only the elements of a trade, yet there is a tendency, even

though an unconscious one, for this to occur. A realization that his training has been a preparatory one will usually help the boy to better appreciate the requirements of his real job.

"Production" is the big word in most industrial establishments. However promising a boy might be, the world and his employer will not long be satisfied with promises; he must produce the goods. The shop was called into being to produce needed commodities and it must fulfill its mission efficiently or die. It is not surprising that upon this word has pivoted the whole of business organization, and by this word must be gauged the extent to which each individual fits into the scheme of industrial enterprise. Whatever else the boy may be or do or may not do or be he must produce his expected share of the shop's grist. It is "output" or "put out." The proper balance between "quality" and "quantity" is the secret of success in industrial production. A boy may be extremely accurate and painstaking but be exasperatingly slow. Another boy may be "quick as a wink," but lack the care necessary to proper finish. Each of these will find his niche, but his name should not be "legion," for these niches are limited. The great demand is for those who can coordinate carelessness and speed and their number must continue to increase. Both traits can be developed in some degree by training. One naturally expects our schools to teach accuracy rather than speed, but if quick thinking can be stimulated in school work it will pave the way for the final development of the future skilled producer.

The money question is a serious one to many young people at the age of business opportunity, particularly at this time of national crisis when big

wages are available as never before. Too many are willing to sacrifice their future for immediate financial gain and leave school and further training for what they may now earn. Courses of training in industry are often passed by for futureless jobs with large incomes attached. Thousands of young men are being ruined today by this money-mad policy which has become so prevalent. It is a condition which can be reduced only by the close cooperation of school and parent and employer. It deserves our best thought and effort in a campaign of education which must begin at some point far from the zone of temptation.

MORAL TRAINING

We believe that most schools have a direct moral influence which is of the greatest value in steadying the lives of growing youth. Where home and other agencies cooperate with the school in moral training the results are encouraging, but when the school operates alone the task is a trying one. Within the ranks of industry will be

found some of the finest people the world has produced, men and women of high ideals and excellent influence. But industry as a whole has not as definite a moral caliber as we might wish; its detailed influence may be for good or for evil; its habit-changing and habit-forming power will sometimes be for the worse as well as sometimes for the better.

INDIVIDUAL INSTRUCTION

Since the problem of preparation deals with an endless variety of student abilities and tendencies it is evident that individual instruction in school will count effectively to whatever extent it is permissible, for that preparation alone can be effective which takes into account the needs of the individual student. Thoroughness in a smaller number of subjects will outweigh a more pretentious program hurried through. It is not so much the extent of his knowledge as it is his ability to apply what he has studied that measures the value of his training.



LETTERS FROM OUR BOYS IN THE
ARMY AND NAVY

Luxembourg,
Nov. 23, 1918.

Dear Mr. Hill:

I shall drop you these few lines to let you know I am perfectly well.

Have travelled through France, Belgium, and Luxembourg in two days. This German stationery I got in Belgium yesterday. We left Belgium this morning about 8:00 a. m. and crossed into Luxembourg at 9:00 a. m. We travel in our ambulance on our way to Germany.

Remember me to all.

VIDAL ZUNGA.

NOTE: The German stationery referred to in above letter consists of a sheet $7\frac{1}{2} \times 5\frac{1}{2}$ inches, perforated a half inch from the edge all around, with mucilage outside this perforation. When the message is completed the sheet is folded the long way and stuck tight. The address is then placed on the outside and we have a sealed letter without an envelope.



SERGEANT FRED PRENTISS,
Camp Mead, Maryland.

Another Chilocco student who has made an excellent showing in the service of Uncle Sam.

80th Machine Gun Co.,
Camp Logan, Texas,
December 25, 1918.

Dear Mr. Hill:

I have received the December number of the JOURNAL and was pleased

to get it and to read its contents. I often think of Chilocco and especially the print shop and the members of your force.

I have been in the army almost four months and I like it very well, although a soldier's life is no easy thing. I attended the Bayonet School of Arms during the month of October. There were ten classes of twenty members each. The days were good and hot and everything was done in double-quick time, from 7:45 to 11:30. Some of the things we had to do were: Jump four hurdles about four feet high, jump barbed wire entanglements that were about a foot high and four feet wide, scale a wall which stood eight feet high. There were also a great many other things that we did, but the last thing we had to do was run at least two miles. Believe me when we got around there wasn't very many men in the race.

I was transferred from Co. I to the Machine Gun Co. a while back and I like it fairly well. There is nothing soft about packing these guns around. They all have to be taken apart and put back together in a certain time, and kept polished, etc.

Wishing you and your family a Merry Christmas and a Happy New Year, I am,
Yours truly,
ALEXANDER ADAMS.

Co. D, 350th Machine Gun B'n,
A. E. F., France.

Dear Cousin:

This leaves me well, and hoping that it will also find you well.

We are now enjoying the armistice. Our enemy has capitulated, and at the rate he is turning over to the Allies his war equipment, he does not want to fight any more.

My company occupied the front line from the latter part of August until the cessation of hostilities, excepting a couple of weeks' intermission, and then most of that time we were within distance of the long range guns, and then we had to make a couple of rushes back to the line and help out some fellows who did not know the game as we did. Our hardest fighting, though, took place on the last two days of hostilities. We made an advance to a wood that the Germans occupied, and drove them out in such a hurry that they left some of their ammunition, and abandoned their machine gun emplacements. They tried to stop our advance with terrific artillery and machine gun fire. Several

shells burst so close to me that they threw dirt on me, but I escaped unscathed. The order to stop firing reached us shortly before eleven o'clock, November 11, and at the time we sure were crowding close on the Boches.

At the time of making our advance, we knew that the German envoys had crossed into the Allied lines, endeavoring to obtain an armistice, and there were rumors current that they had accepted the Allies' terms, but the order to cease firing did not reach us until nearly the last minute, then the bugles from the American and German lines blew "cease firing."

ish and American soldiers billeted here, also quite a few Italian soldiers. Only a few civilians are in the town, and practically every house has been struck by a shell.

A Merry Christmas and a Happy New Year.

Your cousin,

LESLIE H. FOSTER.

(Printed through courtesy of Mr. John H. Smith.)

808 Pioneer Infantry,
A. E. F.

Dear Mr. Blair:

Of course you think I have been killed or scared to death—I have been



DAWES LAVERS, former Chillicothe student, off and on duty in the Navy.

It was a thrilling dramatic story, that of the actual suspension of hostilities. Picture the sudden cessation of heavy bombardment, the silencing of many batteries and rifle fire by the notes of a bugle, and the strange hush following such an abrupt termination of the battle. So dazed were some of the men by the change that for quite a while they lay in the ditches and shell holes, almost unable to comprehend the situation. That night No Man's Land was illuminated by rockettes, flares and bonfires in celebration of victory, where the night before the faintest glow of a match would have drawn a terrific barge of shot and shell.

Germans have told us that they were almost out of food, and they were very eager for food that we threw away.

We are now billeted in a large French city, from which several weeks ago we were

close to both—nearly got killed and that scared me almost pale, but I am here yet and the war is over, so I guess I am alright for a while at least. I am just recovering from an attack of Spanish influenza, even that couldn't kill me, so you see I am yet to do something worth while before I "cash in."

This trip has been a wonderful experience to me. Many things have happened that I will never forget. Too bad our friend, Mr. Francis, couldn't get over. He was pretty well trained in running and that would have come in handy for him in running for dug-outs when the shells begin to come over or the Boche air planes drop "spit balls" all around you. Rank does not count then, but the best sprinter gets in the dug-out first. Usually these dug-outs have room for ten or twenty men, but I have seen forty in a hole where only fifteen were supposed to go—you

bet I wasn't the fortieth that got in there either, and Wallace never gave me any training. I tell you Mr. Blair, this was a place where a man's nerve showed. A fellow that's yellow showed mighty quick when it came to fighting something that you couldn't see or reach—you can only hear the report of the gun and seven seconds later it either hits you or covers you up with dirt, or shrapnel cuts you in two, or gas. We learned all the various kinds of shells by the report of its explosion—we also knew the sound of the Boche air planes, though they always flew high, we could tell the minute one of them came near our sector. My regiment is in the first army and we came direct to

Argonne Forest sector on the Verdun front. On the night of September 26th, when the great American drive started, I was on second line with the great naval guns and if hell ever breaks loose it will not make any more fire or noise than were made that night.

Since the fighting has stopped it is mighty lonesome. We miss the ever firing of the big guns. It is like the day following a Fourth of July celebration.

I hope Chilocco is going along in good shape and that you and your family are well. With kind regards, I am,

Sincerely,
LT. J. R. WHEELOCK.



All in the State of Mind

If you think you're beaten, you are,
If you dare not, you don't,
If you'd like to win, but think you can't,
It's almost a cinch you won't.
If you think you'll lose, you've lost,
For out in the world we find
Success begins with a fellow's will,
It's all in the state of mind.

Full many a race is lost,
Ere ever a step is run,
And many a coward fails,
Ere even his work's begun.
Think BIG and your deeds will grow,
Think SMALL and you'll fall behind,
Think that you can, and you will,
It's all in the state of mind.

If you think your outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You ever can win a prize.
Life's battles don't always go
To the stronger or faster man,
But soon or late the one who wins,
Is the fellow who THINKS HE CAN.

GREENVILLE NEWS NOTES

Special Correspondence.

Supervisor Michael is here helping out on some land difficulties and tresspasses.

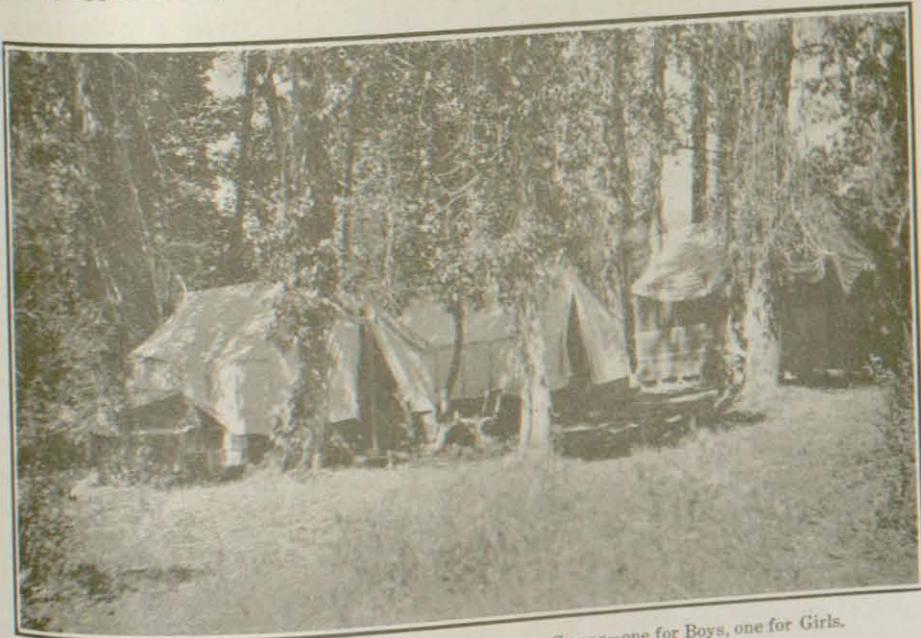
Greenville has the largest attendance in the history of the school—bed room being at a premium.

Scarcity of employees is our heaviest handicap this year. We have but three regularly-appointed employees.

four heifers, holsteins, which are already helping us to get over the effects of the influenza.

Arthur J. Reddy, stenographer at Nez Perce, has been appointed here as school clerk.

The past summer, after harvesting our hay crops, the students left school for the summer, the boys going to Lake Almanor and the girls to Chester, a favorite camping site on the Feather River, about thirty-five miles from the school. The summer camp proved so successful from every point of view that it will remain a permanent part



Summer Camp View—Our Students have Two Summer Camps—one for Boys, one for Girls.

Mrs. Harriet M. Chapman, from the abolished Nixon school, has been transferred here as matron.

We have had a change of missionaries—Rev. Emigh, formerly at Carson City, Nevada, is the new man. He takes right hold of the work, and promises are for a splendid work this year in his department. His wife is an able assistant to him and us.

Influenza caused us much extra work and upset our routine for weeks, but we are feeling fortunate in having every student down with but one death. Since the epidemic we have been trying to make up for lost time.

This school was very fortunate in getting a share of the property of the abandoned Nevada (Nixon) school. The finest help given us through this transfer by Superintendent Oliver will be through two cows and

of our summer's vacation period under the present management. Both the girls and boys—about fifty-eight in number—greatly enjoyed the change and outing, and gained perceptibly in weight and good health. The girls were chaperoned by Mrs. Miller and Miss Dietrich; the boys by Mr. Wallace. Both camps had its own camping outfit and made many friends among the camping parties at both places.

We are under heavy obligations to Superintendent McConihe, of Round Valley, for supplies transferred to this school from his place. In order to "get by" under the per capita limitation of \$200, we certainly need every bit of assistance we can obtain. This school is probably one of the most expensive to maintain in the Service, owing to its location.



Two Cars of Girls leaving for Summer Camp near Chester, Among the Sierra Mountains.

W. S. Kreigh, formerly chief clerk at Walker River, has been transferred to this jurisdiction. He is in charge of the sub-agency at Redding.

Mr. Irvine P. Gardner, of Oregon, has been appointed cruiser at large and attached to this jurisdiction. He is a lumberman of wide experience.

Recently we have been given permission to use 320 acres forest land for a wood lot. We cut and haul our own wood, and this addition is a wonderful help toward running a full year on our appropriation.

We are under obligation to the printers at Chilocco for much assistance in reorganizing our filing systems. Their services and work executed are very much appreciated.

Our Indians have continued the good work in connection with the Red Cross, United

War Work, Liberty Bond Loans. etc., as a means of encouraging World-Peace. Plumas county (our county) was the banner county of the state of California in going over the top in the last loan, and the Indians at this agency were well up toward the top with their subscriptions, they getting five extra stars for their flag. The highest subscription made in the county was by an Indian; the most subscribed by a boy in the county was by an Indian; the largest subscription by a woman or girl was by an Indian. Their work in the trenches, with their death list, shows them to be equally as helpful in winning the war in France. Their remarkable attitude in this respect has gained for them the admiration of many a man and woman who heretofore looked upon them as a heavy liability rather than an asset in our California citizenship.

THE struggle for today
is not altogether for to-
day—it is for a vast future.

—Abraham Lincoln.

In and Out of the Indian Service

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

Stock Bought for Indians.

Superintendent J. H. Norris, of the Klamath Indian reservation, is busy buying cattle and horses for the Indians. Bids recently opened were considered too high by Mr. Norris, who is now buying by private sale. Purchases have been made from J. Frank Adams and other prominent county stockmen.—*Portland (Ore.) Oregonian.*

Hand Over Indian Records.

The closing of business at the Carlisle Indian school, now War Department General Hospital No. 31, came with the turning over to the Hamilton Library Association the souvenir silk flag carried by the Indian cadets in all parts of the country, and many books and records dealing with the affairs of the school.—*Philadelphia Press.*

Where Our Generals Are Trained.

The Indian had a good deal to do with modern warfare. They taught us open order in battle and the art of using cover in attacking. The men who fought against them had to be cleverer than they were to beat them at their own game. One of those who learned their terrible lessons is Gen. John J. Pershing, who is the greatest military commander this country has produced. He fought his first battles against the red man and learned all that he had to teach.—*Bellefontaine (Ohio) Index.*

An Indian Hero of South Dakota.

He was only a humble Indian but he saw the light of civilization and he followed it with all the zeal that characterized the blood of America. He too, like thousands of America's other noble sons, gave his all and made the supreme sacrifice. And lest his deed go unsung among the glories of the war where many lay down their lives that others live in peace, these lines are written.

His name was George Loves-the-War and he came from the little town of Wakpala, up

in Corson county, near the northern border of the state.

When the history of the war is written and tells the part that South Dakota's aborigines played, there may be some to recall with gratitude the gift of this lone Indian lad.—*Sioux Falls (S. D.) Leader.*

Stack Needles Says Red Cross.

America's army of women knitters who did not cease work with the signing of the armistice, today were ordered by the Red Cross to "stack needles." Knitting finished and turned in to the 854 Red Cross chapters, which will issue no more yarn.

More than ten million sweaters, socks, mufflers, helmets and wristletes were turned out in the seventeen months preceding the overthrow of the central powers. Virtually every man in the army was given woolen accessories fashioned by the tireless fingers of thousands of women who chose that method of aiding to win the war.—*Wichita (Kans.) Eagle.*

No Autocracy In United States.

Dismissal from the army of Major Gustav G. Taussig and Captain Frank S. White for negligence, in connection with unduly severe disciplinary measures against army conscientious objectors in a detention section at Camp Funston, Kansas, was announced recently by Secretary Baker.

Major Taussig was in charge of the section. He was convicted of having permitted undue severity before the prisoners had been formally convicted of any offense.—*Wichita (Kans.) Eagle.*

Influenza on the Wane.

Washington, D. C.—Influenza is again definitely on the decline in army camps. A detailed report of health conditions of troops in the United States issued today by the surgeon general's office, did not show a single case in several of the larger camps for the week ending December 20th.—*Wichita (Kans.) Eagle.*

To Teach Men Something Beneficial.

Camp Funston is to be turned into a winter university in which soldiers who will be here for any length of time will be given instruction in industrial and mechanical lines as well as military training according to notice issued today by Major General Leonard Wood, commander.—*Wichita Eagle*.

May Buy Land for Indians Living in East Texas.

Recommendation is made to Congress by Secretary Lane of the Interior Department for an appropriation of \$100,000 with which to purchase land for members of the Alabama Indian tribe residing eighteen miles east of Livingston, Polk County, Texas. Accompanying the recommendation was a long report of James McLaughlin, inspector of the department, who made an investigation of the Indians' condition under a provision in the last Indian appropriation bill.

The Indians are residing on 1,110 acres of land conveyed to them by the State of Texas in 1854. It is recommended that the appropriation constitute a reimbursable fund to be paid from products of the land purchased.—*Dallas (Texas) News*.

Relics to Sioux City Library.

Mrs. Ella Milliken has donated an interesting collection of American Indian relics to the children's room of the Sioux City public library. There are implements of various kinds, collected in California and South Dakota, and will be of special interest to school children who are studying primitive life and industries. Among the implements are mauls or hammers, which are stones worn very round by friction; skin dresses; tie weights to which the Indian ponies were tethered to keep them from straying away; several mortars and pestles in which corn and other grain were ground into meal. One of the mortars is worn through, showing very long use.—*Sioux City (Iowa) Journal*.

New School for Indians.

The Tama County Indians are to have a new \$100,000 school house erected on the reservation. The Indians have received notice that land will be condemned for that purpose. The school building erected some years ago does not stand on the reservation

land and the Indians cannot be forced to attend it.—*Des Moines (Iowa) Capital*.

Extraordinary Dishes.

Wooden vidual dishes of extraordinary dimensions have recently been purchased from an Indian tribe on Vancouver island, British Columbia. One of these, more than six feet long, is a crude representation of a wolf with outstretched feet. Into the hollowed-out spaces the natives place food eaten during tribal ceremonies employing also a huge wooden ladle. Another dish in the collection is smaller, with crude eagle heads for handles. The contents of these dishes were heated by dropping in red-hot stones.—*Columbus (Ohio) Journal*.

Flathead Indian Woman Sends Son Camas Root.

Missoula, Mont.—One of the Christmas packages that has passed through the hands of the Red Cross, for transmission to France, will excite some wonder in that country when delivered. It is from an Indian mother on the Flathead reserve, whose brave boy wears the khaki as a volunteer.

The package contained candy, tobacco, some of the lurid handkerchiefs the bucks love, with other small gifts—and a huge ball of Camas root. The latter, for which the Camas country is named, is the delight of the Flatheads, who chew it instead of tobacco, and its medicinal properties, it is said, are great.

The Flatheads are among the tallest and strongest people in the world and they are brought up on Camas root. It is the bitter root for which this section is named. But the Frenchman or doughboy who takes his first chew of it has a hot surprise coming.—*Helena (Mont.) Record*.

Villa's Yaqui Indians Ready to Surrender.

Pancho Villa may soon be in the hands of the Mexican federal authorities. Information from Mexico City told of the impending surrender of the Yaqui Indians who have provided the backbone of the bandit leaders' forces.—*Milwaukee (Wis.) Sentinel*.

LET us be of good cheer, remembering that misfortunes hardest to bear are those which never come.—LOWELL.

Indian Population Grows.

The Indian population of the United States exclusive of Alaska is about 350,000, or, roughly, one in every 231 of the whole population. The numbers are increasing slowly. In 1916 the birth rate was 31.85 per 1,000 and the death rate only 23.33. Of the one time savage Indians of our country, four times as many now live in modern houses as do in primitive tepees, tents and other temporary structures, and all but 50,000 wear modern dress. About three-fourths of the North American Indian children are in public or mission schools, but 70 per cent of the whole number still cannot read or write English.—*Pittsburgh (Pa.) Dispatch.*

Indian's Rifle Skill Uncanny.

To the 136th Infantry, Colonel W. T. Molison, commanding, an organization of the 34th Division, belongs the credit of having discovered probably the greatest rifle shot of this war, in the person of private Pierre Flomebue, a full-blood Indian soldier. Many officers here believe this Indian's target range record will surpass the marksmanship of an American soldier of history.

Private Flomebue joined the regiment at Camp Cody. He was a typical reservation Indian and attracted little attention until he was ordered with other recruits to the target range. Strange to relate he had had little experience with a rifle and none at all with the army rifle, yet the first day he had the Enfield in his hands at the range, he picked off a perfect score with fifty clean hits out of a possible fifty. Time after time he has repeated this target feat, on all the ranges from 100 to 600 yards, and rarely has his score fallen below 48. Unlike many famous shots, he is a steady marksman, his wonderful record showing little variance from day to day.—*Philadelphia Inquirer.*

\$907,000 in War Bonds Owned By Indians.

Jackson Barnett, an Indian living on a farm seven miles from Henrietta, Oklahoma, now owns \$907,000 of Liberty Bonds of the first, second, third and fourth series, according to reports received by the central Liberty Loan committee for the Tenth federal reserve district. Barnett is said to be Oklahoma's wealthiest Indian. He apparently does not realize the fact that from his 160-acre allotment in the Cushing oil

field he has been made worth \$2,500,000. His business affairs are managed by Mr. C. J. O'Hornett, his guardian, to whom Barnett looks as a father. When Mr. O'Hornett told Barnett a Fourth Liberty Loan was needed, the Indian said:

"Sure, me help whip kaiser."

The guardian then purchased outright \$350,000 of Fourth Loan Bonds, bringing Barnett's holdings of these government war securities to \$907,000.—*Kansas City (Mo.) Journal.*

Ethnologist Finds Traces of Indians in Other Climes.

The great anthropologic mystery of the world hitherto has been the origin of the American Indian. Whence did he come?

The idea that he originated as a human variety on this continent was long ago dismissed as utterly improbable. That he arrived as an early immigrant from Asia seemed the plausible theory.

A proximate proof of this latter theory, however, was not obtained until Dr. Alos Hrdlicka of the United States bureau of ethnology made not long ago a sort of racial exploration of eastern Siberia and Mongolia, where he found scattered people who so closely resembled American Indians as to be virtually indistinguishable from our aborigines physically.

These people have the complexion of Indians, with black straight hair, dark eyes and features to correspond. Many of them, if dressed like our aborigines, would be taken for Indians by the most expert anthropologist. The similarity extends even to habits and customs.

They seem to represent a very ancient race—older than the mongolians or the present-day Serbians—survivals from a remote antiquity in regions since occupied by other races. Even the Chinese would appear to be relatively new comers—a rather striking suggestion when one considers that the history of the Chinese is by far the oldest of recorded history.

However, even the history of the Chinese (as distinguished from mere tradition, which is mouth-to-mouth history handed down through generations) extends back not much more than 7,000 years. The beginning of it is relatively recent, says an exchange.

Dr. Hrdlicka suggests (by way of surmise, but with reasoned data back of it) that

the "Indians" of Siberia and Mongolia may be descended from the Paleolithic folk of southern Europe—the ancient cave people, whose seeming disappearance at an epochal stage of the development of mankind on the earth has been a long-standing puzzle.

Assuming that these Asiatics do really represent the ancestry of our Indians, how long ago was it that their kindred first began to populate America? Shall we say 100,000 years? It seems not an overguess.

It must have been (as Dr. Hrdlicka says) no small people that was able to furnish so great a body of colonists—arriving, of course, in small groups—as would suffice to populate North and South America with their varied stocks of Indians.

But (supposing Dr. Hrdlicka's theory to be correct) how interesting is to consider that the aborigines of America are likewise to be regarded as the earliest people of Asia, and that by descent they may actually represent the first families of southern Europe.

Indian Fighter is Dead.

Frank J. Geist, 62 years old, prominent attorney of Minneapolis, said to be the only survivor of the Battle of Little Big Horn, died recently at his home, 3308 Lyndale avenue, Minneapolis. He had been ill for six months with a complication of diseases that lead to paralysis.—*St. Paul (Minn.) Dispatch.*

Indian Crew Works on Canal.

A crew of 25 Yakima Indians, under the foremanship of Alexander Theio, a native, who acted as foreman in an Indian gang when the main line of the Sunnyside canal was constructed, will begin work on the Wapato project. The project work is under the direction of Lester M. Holt, supervising engineer, who says that Indian labor is necessary if the canal work is to be completed this season. The Indians will have a separate construction camp.—*Spokane (Wash.) Review.*

Work With Western Indians

Remarkable results have characterized the work of Mr. William M. Graham, for many years Indian Agent at File Hills, Saskatchewan. He has devoted himself unsparingly to the success and true welfare of the red man. His appointment to the newly created position of Indian Commissioner for

the three Prairie Provinces of Manitoba, Saskatchewan, and Alberta means a development of his work on a larger scale, and greatly increases the usefulness of this enthusiastic and efficient public servant.

Mr. Graham has immediately turned his attention to the all important patriotic problem of increased production on all Western reserves. He plans to develop throughout the three Provinces the colony idea which he perfected at File Hills. The story of this achievement is unique. Some 18,000 acres were put aside to be used exclusively by the ex-pupils of the Indian schools. The purpose was to put these young people at a certain distance from their beloved but ambitionless relatives, where they could work out their own more promising destinies, away, at least a good portion of the time, from the retarding influences of the older generation. Needless to add, the separation was merely a matter of a few miles, and they could visit each other quite conveniently. The scheme has worked out most successfully. There are about thirty-five farmers—quite a number of them now at the front and their farms worked by other Indians—and they produced over one hundred thousand bushels of grain in 1916 and again in 1917. One young Indian who went to the colony without a cent ten years ago is now worth over \$20,000, and there are several others rapidly following in his wake.

The great war evoked a splendid patriotic response from File Hills. The Winnipeg Tribune points out, in an interesting article dealing with the colony, that practically every Indian who could go has gone to the front. One is a prisoner in Germany, one was killed in France, another has been reported missing, while eight or ten have been wounded. Old and young at home have raised nearly \$8,000 for Patriotic and Red Cross organizations, the squaws being particularly active and successful.

In extending this splendid work to all the colonies of the three Prairie Provinces Mr. Graham is performing a national service, and should meet with the hearty and practical encouragement and co-operation of the Government and of the Canadian citizenship.—*Toronto (Can.) Globe.*

LET us believe neither half of the good people tell us of ourselves, nor half the evil they say of others.—J. PETIT-SENN.

What the New Educational Program Demands

EDUCATION is the means through which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume larger control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy.

The program of education to meet new and increased demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to prepare all of the citizens to think together in the solution of their common problems, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity throughout the nation.—*National School Service.*

Federal Aid to Education

WE are training boys and men to be farmers out of federal funds, preparing to advance vocational education on a large scale, promoting the construction of solid highways within the States as part of an interstate system, subjecting the packer, the canner, and the banker to Federal supervision; surely without violation of our fundamental law we can find a way by which the Nation can know that all its people are able to talk and read our own language. I do not suggest Federal control, but I would strongly urge Federal co-operation with the states toward definite ends.

A little money, the co-operation of the States, and of the industries of the country—and both can be had—a little money, perhaps as much in a year as we have gloriously spent in five hours in France, and the work could be done. It could be done without coercion, without trenching on the prerogatives of the State in the slightest. If we could offer help to those willing to accept it, the end would be accomplished. Make the same kind of an offer to the States for the education of their illiterates that we make to them for the construction of roads, and in five years there would be few, if any, who could not read and write in this country.—FRANKLIN K. LANE, in the *Annual Report of the Secretary of the Interior, 1918.*

APACHE AND SIOUX

FROM *The Christian Science Monitor.*

AMERICAN soldiers of the latter half of the Nineteenth Century, or, more especially, from the close of the Civil War to the overthrow of Sitting Bull, an event which marked the end, practically, of Indian hostilities within the borders of the United States, almost without exception, in official reports and in memoirs, have been generous in praise of the foe. Sometimes they have been even daring in defense of the chiefs and peoples whose rights they have been called upon to attack. In this they have been ably seconded and supported by the newspaper correspondents who accompanied their expeditions.

Whether dealing with the White River Utes, the Cheyennes, the Apaches, or the Sioux, whether warring in the Verde Valley or on the Rosebud, and whether speaking of Geronimo, Captain Jack, Crazy Horse, Spotted Tail, or Sitting Bull, despite all the harsh feelings to which the acts of a foe fighting with his back to the wall was bound to give rise, there is no attempt, among the best of the soldiers and writers, at least, to belittle the quality of manhood displayed by the Indians.

Sheridan, Miles, Terry, Merritt, Crook, Forsythe, Reno, and Custer all agree in pronouncing the Indian a worthy foe. Colonel Cody, or "Buffalo Bill," Capt. "Jack" Crawford, and other celebrated scouts concur in the verdict of their superiors. Thomas MacMillan, John F. Finerty and Capt. John G. Bourke, among those who reported the final and triumphant campaigns of the white against the red man, exhibit in their writings an intense desire to do justice to the Indian before the court of public opinion. They point out instance after instance to show that the whites were in the wrong, to make it clear that the Indians were left no other course than that which preserved their honor while destroying their tribal independence.

In a word, the agreeable reports which

now come in from Indian schools, communities, and reservations concerning the progress of the descendants of the warriors of two generations ago were, in a very large measure, predicted by the observant men who participated in the wars that opened up all the west to the white settlement and changed the whole character of the Indian question.

At a recent meeting of the Society of American Indians in Pierre, South Dakota, men in professional, business, and official life, descendants of Indians who were regarded as savages forty or fifty years ago, made thoughtful as well as eloquent addresses on the present and future of their race. Among these was Dr. Carlos Montezuma, known and respected for many years in Chicago, whose view of treatment that should be accorded the reservation Indian is in line with, and at times in advance of, that held by Commissioner Cato Sells and others who have sought, with painstaking effort, solution that would be alike just to the government and its wards.

The Sioux and the Apaches, who have been liberated to any degree from the reservation shackles, have proved worthy of their independence and capable of making their own way. Their aptitude for meeting the requirements of citizenship is displayed in the readiness with which they have understood the needs of the government in these critical times, and the willingness with which they have responded to the nation's call.

Among the Apaches and the Sioux, at one time supposedly the most unmanageable of all the tribes, not only enlistments but bond sales are numerous. In these tribes, it is said, the women are easily interested in sewing and knitting for the allied soldiers. And it is related that at an Indian camp on the famous Rosebud Agency, recently, a live-stock sale for the benefit of the American Red Cross netted \$1200, not more than half a dozen whites taking part in the affair.

But how rapidly and well the American Indian is advancing was convincingly shown in a statement made by Dr. Sher-

man Coolidge, of Denver, who acted as honorary president of the Society of American Indians at Pierre. In simple language this man told of his first visit to Columbus, Ohio, as an Indian boy who could not speak a word of English, and of his second visit to that city, when he addressed the students of the State University.

Government Ownership.

President Wilson favors government ownership of railroads, or at least that is the interpretation generally placed on his message to Congress.

What wonderful changes time and circumstances do bring about!

There was a time when the popular slogan of the Democratic party was: "That government governs best which governs least."

Not so many years ago it was the custom of Democratic orators to talk against concentration of power in the hands of the government as dangerous to the rights of the people and contrary to the spirit of the constitution.

Yet there are with a Democratic party in power and concentration carried to a limit never dreamed of by Alexander Hamilton or any other of his followers who believe in a strong central government.

A few years ago William J. Bryan returned from a journey around the world, and on landing gave out an interview in which he advocated government ownership of railroads. Immediately he was subjected to a flood of ridicule and considerable abuse. Among his most severe critics were prominent members of his own political party who asserted that such a doctrine was especially obnoxious to the principles of the Democratic party.

The critics made Bryan subside. He wished to try again for the presidency and was advised that such a doctrine would be fatal to his chances.

But here we are with a Democratic president, who was then among Bryan's critics, advocating government ownership of railroads, and his party is going to follow his lead. How far we have gone from the old slogan, "That nation governs best which governs least."

At no time in the history of the country has there been a concentration of power in the hands of the government at Washington

even approaching the present concentration. At no time either has the doctrine of "protection" been so completely entrenched as now. Well may the old time Democrat exclaim in bewilderment: "Where am I at and whether we are drifting?" Indeed, one who has all his life talked about and believed in the "timehonored principles of Democracy" must be in about the state of mind of a bibulous person by the curious name of Amaziah, usually called Am Ami, who one day fell by the wayside and into the deep slumber of intoxication. He walked in a fog of bewilderment and uncertainty as to his whereabouts and even his personality. Musing over the situation he was heard to exclaim, Am I Am Ami or am I not Am Ami? If I am not Am Ami, who the h—am I?"—*Oklahoma Farmer*.

Shortage of Livestock.

The shortage of animals and animal products in this country should be a stimulus to improve livestock production. There has not been such a great shortage in the livestock population in proportion to the human in many years. It is doubtful if there ever has been so great a shortage of livestock in view of the needs of humanity.

COOPERATIVE BREEDING

Communities can obtain sires, to be used on the existing females, which an individual could not afford. In many communities there is no one who is willing to make the necessary outlay for a good sire, and no person should be expected to bear the entire burden of livestock improvement for the community. If the community cooperates in livestock breeding they can obtain the services of a good sire at a comparatively low cost. Most successful community breeding involves organized and specialized production. Cooperation therefore is necessary to the successful outcome of the plan.

Details concerning community livestock breeding will be found in Extension Circular 33 of the University of Missouri College of Agriculture. Persons interested in organizing community breeding association should obtain a copy of this circular. The Agricultural Extension Service of the College will furnish constitution and by-laws for such organizations. These may be adapted to local conditions.—*Missouri College of Agriculture, Farm News Service*.

Don't overlook announcement on page 1.

THE PROGRESSIVE PIMAS

From *The Christian Science Monitor*.

OF all southwestern aborigines, the Pima is profiting most in a material way through the teaching of the white man. He has always been a good sort of peaceful Indian, even though his acceptance of Christianity is a matter of comparatively few years. When the Spaniards came, he was found a capable farmer, irrigating from canals he had dug from the Gila river and raising bountiful crops of grains, maize and squashes. In later years the farmers of the Florence district took from him the summer flow of the Gila, and then farmers still further up the stream did the same by the Florence brethren. As a result, the Indians were injured to such a degree that relief was demanded for them by the Indian Rights Association. It has been furnished in part by water pumped by electric power generated at the Roosevelt reservoir of the Salt River irrigation system, while the Interior Department has dug new canals that would handle the river flow better when it came. Congress has made appropriation for two diversion dams that are to serve both Indians and whites, and there are large plans for a storage reservoir on the Gila, above San Carlos, hoped to accomplish the same good as that on the Salt River at Roosevelt.

Despite the relative lack of water, the Indians have been doing very well during the last few years as cotton growers, working under the direction of experts of the Department of Agriculture. It was at Sacaton, the agency headquarters, where there has been development of the new variety of Pima cotton, the longest and finest staple produced in America. The Indian planters have made much money, and almost without exception, have invested their profits in homes, agricultural implements and other features of a civilization that has come to them in permanent shape. Every fall they have an agricultural fair, at which the exhibits compare well with those at the state fair and where the baby show is an especially notable one. The blanket Indian now is nearly non-existent. Most of the Indians seen have had schooling, many of them at an excellent industrial academy maintained near Phoenix, while a larger percentage of children are in school on the Pima reservation than in any white population of similar size in the

State — which has compulsory attendance laws.

An individual instance of Indian progress is afforded by Juan James, a Pima, who farmed, last season, twelve acres near Sacaton. He harvested seven acres of Pima long-staple cotton, for which he received a gross income of \$2,900. He hired Indian neighbors for the picking, which cost him \$500, each day's work paid for each night in cash. His living largely came from the little farm. Net, he had left about \$2000, from which he bought a \$500 Liberty bond and some farm implements and started on the building of a comfortable home. This year he is harvesting twenty acres of cotton, besides this having ten acres in wheat, ten acres in alfalfa, and ten acres in garden produce, including melons, beans, corn and squash. He has a wife and two children and on the reservation is esteemed a solid citizen. Yet his case is not an unusual one.

INDIANS IN THE CALIFORNIA PUBLIC SCHOOLS

THE following article, appearing in a late issue of the Blue Bulletin, the official organ of the State Department of Education, shows the excellent co-operation given Indian Service people in connection with the efforts in placing Indian children of public-domain California Indians in the public schools. It also clearly refutes the statement, sometimes heard, that the California school authorities are against placing Indian children in their schools.

The following remarks on the subject were made by Hon. Edward Hyatt, State Superintendent of Public Instruction, a man who has taken great interest in the Indian, and who is doing all that he should do toward assuming the state's obligations in this respect.

Well! Well! Well! Here we are again! Starting out together on a new school year. A new fall term is beginning or just about to open. As in the past, I would remindfully and a little reproachfully begin the year by

repeating the thought that the Indian children of the state constitute one of the resources of the common schools. By enrolling them in the public schools and educating them, we not only do a fine thing for the Indians, helping them along the road to citizenship, but we also benefit the schools themselves, giving them additional life-blood in the form of money. To accomplish this, it is necessary in the early part of the year for the teacher and the trustees to contract with the federal authorities to the end that the enrollment may participate in the federal payments for tuition. Mr. Edgar K. Miller, Superintendent of the Indian School at Greenville, Plumas County, is in touch with this work and he will furnish anyone with blanks and information for taking this action. The teacher of the district school is the spark that starts the whole mechanism to going, by getting the information, assisting in making out contracts, rustling up children, planning the expenditure of the money and otherwise exploding the little sparks of energy necessary to successful running of the machine.

Menominee Indians Earn More Than \$80,000.

According to a report printed in the Shawano County Journal, the Menominee Indians Mills, where 17,000,000 feet of lumber were manufactured under the government management, Indians earned more than \$80,000 in wages during the year. On January 1, 1917, the Menominee log fund, from which all expenditures connected with logging operations at Neopit have been paid, was fully reimbursed for all expenditures therefrom. In addition to the excess funds which were then deposited in the 4 per cent fund, provided for by the Act of March 28, 1908, (35 Stat. L. 51) and over 30,000,000 feet of manufactured lumber on hand, the Neopit operation had up to January 1, 1917, increased the assets of the Menominee Indians to the extent of the value of the whole manufacturing plant, inventoried at more than \$1,000,000.—*Oconto (Wis.) Reporter.*

Charter Peyote Church.

Charter was issued late Thursday by Secretary of State J. L. Lyon to Mack Haag and Sydney Whitecrane, representing the Cheyenne Indian tribe; Chas. Dailey, George Pipestem and Chas. D. Moore, Otoes; White Eagle, Ponca; Wilbur

Peawaw and Man Sookwat, Comanches; and Kiowa Charlie and Apache Ben.

The Charter was for the establishment of Native American church, to establish a self-respect and brotherly union among men of the native race of Indians and to foster and promote their belief in Christian religion with the practice of the Peyote sacrament as commonly understood among Indians. Headquarters will be at El Reno.—*The Oklahoma News.*

Savages First to Utilize Wireless.

Wireless telegraphy is not the invention of civilized man. Nearly twenty years ago, there was recorded the discovery of a wireless telegraphic apparatus in use among the Catuinaru, an Indian tribe of the Amazon valley in South America.

The apparatus, called cambarysu, consists of a hole in the ground about half filled with coarse sand; above this layer of fine sand, fragments of wood and bone, and powdered mica fill it almost to the surface of the ground. These materials are surrounded by a case of hard palm wood, which extends above the surface. The upper part of the apparatus consists of layers of hide, wood and hard rubber.

Between the upper layers and the lower layers there is a hollow space. With a club, much like the stick used to play the bass drum, the natives strike the layer of rubber that forms the top of the instrument.

One of these instruments, according to a writer in the Geographical Journal, is concealed in each hamlet of the tribe. The villages are no more than a mile apart, and are placed in a direct north- and-south line. Although a person standing outside the building in which the apparatus is kept cannot hear a blow of the stick on the rubber top, it is quite distinct in a similar building a mile distant.

When one of these instruments is struck, the neighboring ones of the north and south echo the blow. The Indian stationed at each one of the posts answers the signal, and by means of code messages a long conversation may be carried on.—*Cleveland (Ohio.) Plain Dealer.*

"After all moisture has apparently dried from a cement head, nothing worth noting remains, barring a few set ideas and some drying crevices."

The Hands of the Clock



THE hour-hand of the clock seems a ponderous, deliberate fellow compared with his swift-going colleague who sweeps clear around the circuit while he makes his way painfully over five of the minute spaces from one hour point to the next. Yet though one goes ever so much farther and faster, again and again the minute hand, for all his speed, is merely overtaking the patient plodder, who, with his stubby finger, is the real time-giver. You cannot tell from this gyrating minute-man alone what time it is. But from the position of the hour-hand in solitude you would very nearly know. Moreover, except for two times in the whole round of the twenty-four hours—at noon and at mid-night—the minute-hand, though he races all the way round the orbit, finds to his dismay that he starts increasingly in arrears behind the other hand, and must overcome an always lengthening handicap. And what is the use of proudly passing and getting to the goal first, twenty-two times out of the twenty-four, when the victory is only apparent and not real, since both hands tell the same time after all? And the minute-hand, the racer is the useless one.

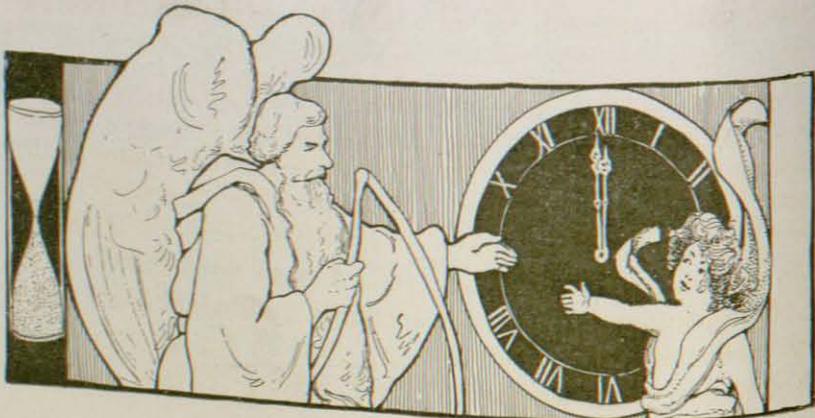
Just so one sees strong, silent men who plod their way, undramatic, serious, while others brandish and flourish like nervous semaphores all round them. The world is depending on those who seem "no painful inch to gain." The useful ones are apparently making no headway at all. The brilliant and superficial run after, overtake and outstrip them easily, again and again. It is the old fable of the hare and the tortoise repeated.

Pupils in a school are discouraged by one who seems to get his lessons easily, while all they know comes to them by laborious application. They envy the "bright" ones, who seemingly

look once at a page and remember it. Why should they have to wrestle for hours over what seems to come in a lightning flash of intuition to the luckier? Woe be to the selfish little pig who is vain of the faculty of learning easily. A far finer thing than to lead the class is to keep the humility of those who reflect that the first shall be last and the exalted shall be humbled, and on this human earth the difference between greatest and smallest infinitesimal to one who could stand afar off in space gazing on this mere pin-head of star-dust swirling through abysmal space.

There is no need to worry about those who pass us. The unfair contestant in a race, made sick at heart with envy and malice, would stretch out a detaining hand to one who outstrips him and slips into a place on the track just ahead, but the patient one is self-contained and bides his time. One sees an imperturbable statesman stand and let the frantic adverse fury die away, and the onlooker must admire the calm continence that is able to "endure and be withstood." Lesser timber would yield at the first impact, or soon give way under the intolerable strain. The strong man knew that if he waited long enough the whole situation, men and measures alike, would swing round to him: he was as the fixity of the pole star to the eccentricity of their fantastic festival lanterns, often blown out, often relit, and always dangling about uncertainly.

The phlegmatic, cautious, hedging temperament may to the last degree exasperate the mettlesome, who like instant response, quick action and a sometimes headlong, headstrong precipitancy. But the world is made wide enough to hold the two counter-balancing sorts of people, even as the clockdial, no matter how small, is large enough to hold both the minute-hand and the hour-hand.—*Selected.*

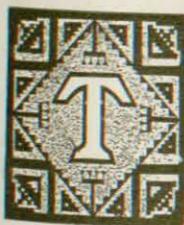


MANUAL TRAINING, ITS TEACHER AND ITS METHODS

By GUSTAVE LARSSON,

Principal of Sloyd Training School, Boston, Massachusetts,

IN *Manual Training Magazine*.



THE preparation of teachers in manual and industrial subjects should not differ essentially from the training of teachers in any other subject. The difference is only in the subject-matter taught.

We believe that the essential traits in any teacher are inborn and not acquired; consequently, one may find good material for teachers in any walk of life. On the other hand, many persons are teaching who would be happier and more useful to the community in other professions.

It is disheartening to think of the many children who lose all interest in school work and leave school because of a lack of sympathy and tact on the part of the teacher.

In view of these facts, it seems that the essential qualification in any teacher is first, a proper understanding of and sympathy with the pupils; second, a professional training in the art and methods of teaching; third, a mastery of the subject-matter.

We take these qualifications in order of importance, for in the case of teachers of industrial subjects the selection is often made on a reverse plan, a person being sometimes selected merely for his superior technical attainments. The result of such selection is detrimental to education. The lack of professional training in these teachers is often overlooked, as they are known as "special teachers."

There should be no "special teachers," but always teachers of special subjects and having professional preparation.

One scheme of training teachers for industrial work suggested by the Massachusetts Board of Education is: (a) "The gathering of pupils with successful experience in the industries; (b) evening unit courses for the student while he continues to work at his calling; (c) each unit to deal with some phase or factor of the preparation required for an efficient teacher; (d) this is to be followed by employment as an assistant teacher in an industrial school; (e) with obligation on the part of the school to give a certain amount of additional normal training to him after he enters the service."

To become supervisors of technical subjects the individual should have not only a thorough knowledge of methods of teaching and of the subject-matter to be taught, but he should also be possessed of a sound psychological knowledge of the child. Nothing short of this will enable him to estimate the fundamental value of work accomplished or attempted. To estimate the worth of manual training from appearances and material results is to miss the enduring principle that underlies all true progress.

Experience shows that short courses of a few weeks duration, in sloyd or manual training, at home and abroad, are good as far as they go, in that they may give new inspiration to

teachers already engaged in the work and arouse a deeper interest in some who intend to enter the profession. To become strong leaders in the subject, however, requires at least one year of continuous work by especially well qualified persons. Nothing short of this can place sloyd or educational manual training on an effective foundation for vocational and industrial efficiency. A lack of training for teachers is the greatest drawback to all education.

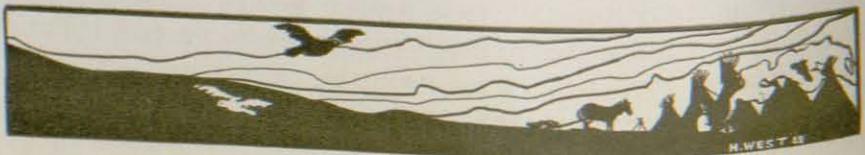
The training for industrial efficiency in some particular line seems to be more and more the aim of manual instruction in many schools. This aim cannot be realized, however, with large classes nor in the short time usually given to the subject.

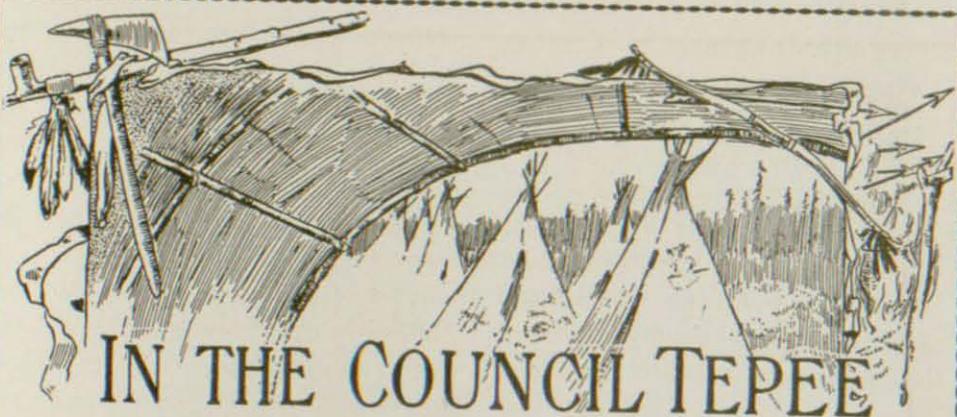
Prevocational schools, so called, which are special schools of recent date, have been more fortunate in that more time is given and fewer pupils are admitted to each class. This enables the pupils to progress faster, according to their individual capacity. The prevocational schools naturally turn out greater visible products in a large variety of work, and the teaching and methods of these schools are, therefore, apt to be looked upon as far superior to the teaching and the methods employed in the usual manual training centres.

It is advocated by some educational

authorities that certain phases of the predominating industries in a community be selected as the basis for manual training, with the supposition that this will lead to an understanding of these industries, and most directly to profitable employment.

When, for instance, such industries as iron and steel work prevail, the motor training given in the schools should be directed to such elements and methods as are customary in that particular occupation; and in places where textile industries, shoe industries, electrical manufactures, or pottery, happen to be the predominating business of the place, the manual training in the schools should be directed accordingly. However, in studying the relative educational merits of the different handicrafts it will be found that they are not of equal value when judged as to their power to produce general skill, or industrial efficiency. The most effective method of manual training for pupils under fifteen can be ascertained only through careful observation of results, through psychological tests, and through the effect on the health and growth of the pupils. Further, all teachers should consider and apply the principles expressed by Munsterberg: "The smallest work carried through with thoroughness serves to train a child's mind toward a firm maintaining of an end."





AND wherefore those vestigial emblems of a vanished **SPURS** knighthood? Yes, tons of good metal have been cosumed in these two years in making them, and for what purpose? Why should a cavalry officer sit at a desk all day, or walk the peaceful streets of our cities, with metal spurs clanking at his heels? And with calm resignation, too, has our soldier and patriot submitted to this useless, unnecessary inconvenience and unmeaning farce. With what awed devotion to the dead past do we still hearken to the voice of tradition! We continue to feed on dry husks simply for their filling qualities without regard to their nutritive value. Perhaps that is the reason traditional education finds immortality in so many schools, and why learning continues to parade in the robes of buried centuries. Why not consign "spurs" and other useless junk to the scrap-heap?



A late addition to the popular literature of the day is a "**SALT**" novel with the taking title "Salt, or The Education of Griffith Adams," by Charles G. Norris.

This is the story of an American boy whose widowed mother, in order to get him out of the way and leave her free and unhampered in the pursuit of her next matrimonial ambition, sent him to a conventional boarding school, then to college from which he emerged several years later a helpless, irresponsible, uneducated, miserable wretch. With his father's fortune squandered by his mother and himself, heavily in debt and without ability to do any useful work he suddenly finds himself facing the cold, stern realities of an unsympathetic world. His education has been a failure, which fact he soon realizes when he starts out to seek his first job. When asked what he could do he could only reply, "Nothing. I am just out of college," or words to that effect.

Years later, after many hardships, much misery and many successive failures he makes up his mind to begin his education all over again and learn to do something the world wants done and is

willing to pay for. He dons overalls, goes to work in a woolen factory, learns the business from the ground up and finally arrives.

Looking back on his past he deplores the spirit of an educational system founded on the theory that in order to fit a fatherless boy with inherited wealth to assume a respectable station in life he must be taken at a tender age and thrown into the swirl of conventional boarding school and college life where all is unnatural, artificial, strained and affected. Pondering these things in his mind he thus expatiates:

I criticize the environment where education is disseminated. Boarding schools are an abomination. They are unnatural institutions. They propose to take the place of father and mother at a time when a boy needs more careful supervision than at any other time in his life. They are nests of cruelty and iniquity. Nothing can justify an institution where a boy of twelve years is flung into a cell and kept in solitary confinement for three days, or one where a boy can be subjected to such cruelties as I knew from my fellows at Concord. There are exceptional schools, I dare say, but the evidence is overwhelmingly against them.

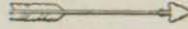
After more than twenty years experience in conducting boarding schools we are forced to the conclusion that, notwithstanding the fact many of the incidents related in the story represent the exception rather than the rule, there is much of truth expressed in "Salt." We realize more and more as we grow older that nothing can take the place of true mother love in the life of a normal child or youth. Our heart goes out to Griffith Adams. He was more sinned against than sinning. His mother failed in her duty as a mother and shifted her responsibility on the schools. No boarding school can do more than *approximate* the life of a good American home. No "school mother," however good and sincere, can take the place of the *real* mother if that mother is reasonably fit to be a mother.

But there is where society fails. Thousands of children who come into the world are not wanted. Like Griffith Adams, they are considered in the way. Parents are only too glad to shift the responsibility of their care and training onto the schools. They want to be free to pursue the phantom of pleasure unhampered with the care of children.

Then, too, the poor and destitute, and the homeless orphans, we have with us always. Mothers deserted by husbands in anguish of spirit turn to the only refuge they know—the boarding school—and reluctantly, through force of necessity, seek admission for the child of their heart where they hope and pray kind souls may be found who will suffer unfortunate children to come unto them and be loved, fed, taught and comforted.

So, as long as things are as they are, there seems to be need for boarding schools. There must be some agency to undertake the rearing and training of these unwelcome and unfortunate human beings. They must live somewhere and if to mother them *en masse*

results in failures, not to mother them at all would undoubtedly result in more failures and criminals. Thus do we justify our job.



INDIAN SCHOOLS AND PER CAPITA COST CONSIDERING what we give there are no other similar schools in the United States that are conducted as economically as are the Government Indian boarding schools.

For a per capita expenditure of \$200 a year we are expected to provide Indian pupils with board and lodging, tuition, books, stationery, medical attendance and treatment, dental service, special eye treatment and surgical service when needed, athletic supplies, instruction in music including band and orchestra instruments and supplies, and even moving picture entertainments and lyceum courses—in fact everything required for the comfort, health, instruction, training, entertainment and “keep” of boys and girls ranging from six to twenty-one years of age. In addition we must also replenish each year with new supplies our worn-out equipment and furniture, tools and materials for shop instruction and for training in domestic arts. Practically every article necessary for the health and comfort of our pupils, from tooth brushes and shoe strings to uniforms and overcoats, are supplied free of all cost to the pupil. In addition to the usual academic and industrial teachers, physicians, nurses, matrons and physical directors are employed to care for and train these boys and girls. Steam heat, electric lights, and all modern conveniences are supplied—in fact all the necessities and many of the luxuries are provided. And all these are expected, and even demanded, on appropriations not exceeding \$200 per capita. Is it reasonable?

In pre-war days this could be done. Even then no other schools were doing it. The per capita cost at Hampton Institute was in normal times over \$300. At the Williamson Trade School it was \$465. In most State institutions it was in excess of \$200 and in many schools the cost of the upkeep of the plants, and for salaries of teachers—not including board, clothing, books, etc., of pupils—was more than the total per capita cost in Indian schools.

If we are to continue to conduct our Indian schools on anything like an efficient basis we must have more money for their support. At most of our schools the equipment is getting in bad condition, the surplus on hand when we entered the war has now been consumed. We must expend larger sums than heretofore in the purchase of new furnishings and equipment, and to pay increased salaries demanded by competent teachers and instructors. The salvation of the Indian and the future hope of the race are in the schools provided for the education and training of his children. Surely a great nation that has willingly spent billions in defense of an ideal will not now hesitate to spend an extra million or two—a mere bagatelle by com-

parison—in the education of the descendants of the original owners of this fair land. We plead for a reasonable, just and adequate appropriation for the support of Government Indian Schools.



TEACH THE INDIAN TO SPEAK ENGLISH

WHAT Secretary Lane says about the importance of teaching foreigners to talk and read our language applies with almost equal force to Indians.

After two-hundred years of contact with English-speaking people there are still thousands of Indians in the United States who neither speak nor understand our language. We have Indian reservations on which are living ten times as many white people as Indians and still there are to be found on those reservations many Indians who have not learned the English language. We continue to communicate with them through interpreters. Much of the difficulty in dealing with the Indian is due to the lack of a common medium of speech. The very first requisite to getting the Indian's confidence and in getting him to adopt our ways of living and thinking is to get him to understand what we say to him. The sign language and the Chinook jargon are inadequate. Communicating through interpreters frequently results in misunderstandings. We have never made any serious attempt to teach adult Indians to speak our language. The early Spanish explorers and missionaries did undertake to teach Indians to speak Spanish and they succeeded. Practically all of the Indians of the far Southwest speak Spanish though they can not read or write. Many Indians along the Canadian border speak French in preference to English. But nowhere among any considerable number of full-blood Indians do we find English the everyday language of the people.

This condition reflects the inadequacy of our plan for the education and civilization of the Indian. We have failed in the first requisite for the complete Americanization of these people. We should have Community Centers on every Indian reservation where night schools would be conducted for adult Indians. There should be classes in English for the non-English-speaking adults, and classes in civics, farming, home-making, etc., for others. In the phonograph and moving picture machine we have two universal languages—music and pictures—that all who run may read, understand and appreciate. Shall we continue to sit with folded arms saying, "it can't be done?" Well, it can't be done and won't be done until we are awakened to a fuller realization of our responsibility, and act. We should act now. The Indian problem is a matter of education solely, and we can't get very far in educating and developing a people until we can effectively communicate with them.



FIELD NOTES



Fine buildings and expensive equipment do not of themselves make a school. An educational institution must have a soul. In the last analysis it does not matter so much what your students do, or how they do it, as what they become.

Themistocles could not sleep for thinking of the trophies of Miltiades. Only when he realized that trophies have little or no intrinsic value; that they are merely *emblems* of victory, not *rewards*, did he make up his mind that he must cease *floating* and *swim* if he would win success. The floater never gets anywhere except by chance. It takes a self-propeller to steer himself safely and surely into the harbor of success. We should not be floaters.

On a somewhat recent visit at Sherman Institute, Riverside, California, we were shown quite a large number of childrens' garments made in the school sewing department by Indian girls for Belgian children. The material used was secured by collecting old garments from employees and pupils, renovating them and then utilizing the good parts in making small coats and trousers, small dresses, undergarments, etc. In addition to doing their bit for humanity these girls were getting valuable experience and instruction in household economy and home efficiency. We commend this spirit of helpfulness, and the thrift, industry and ingenuity of these girls and their instructors. They were utilizing their spare moments to good purpose.

At the Chilocco school there has recently been organized a Boys' Agricultural Club which bids fair to become one of the popular student organizations of the school. Its officers consist of a President, Vice-President, Secretary and adviser—the latter being a member of the faculty's agricultural department. The Club has regular meetings every two weeks at which problems in farming, stockraising, etc., are discussed. A projectoscope adds greatly to the interest of the lectures on types and breeds of animals, field crops, farm buildings, sanitation, etc. The object of this Club, aside from the definite

instruction features, is to popularize agriculture and to teach the boys how to organize and conduct such clubs as community activities on the reservations when they return to their homes. Every Indian school should have a Boys' Agricultural Club, also a Girls' Home-making Club. Rightly conducted such organizations should result in the improvement of the social and economic conditions of the Indian people on which their future happiness and prosperity so greatly depend.

The Indian Print Shop is just completing the first edition of the new "Daily Lesson Plan Book for Industrial Instructors in Indian Schools," and they will soon be mailed out to all Indian schools. So far as we know, nothing like them has ever before been published. A great deal of pains and labor have been expended in their preparation and it is hoped they will prove a valuable aid to all industrial instructors in their work. A similar Lesson Plan Book for academic teachers is also in press and will be issued soon.

The Kansas City Public Schools have established elementary and advanced reading classes for non-English speaking residents, and special night classes under the Federal vocational division have been announced by Principal I. B. Morgan of the night school. Could we not have night schools at some of the larger Indian Agencies where Indian policemen and others might be taught to speak, read and write the English language? If we could develop in the Indian Service that splendid spirit we see placarded and practiced in the educational department of the Ford Motor Company's great factory—"Help the Other Fellow"—what wonders we might accomplish! We believe illiterate adult Indians are as capable of learning our language as are illiterate adult foreigners.

The Annual report of the Commissioner of Indian Affairs, for the fiscal year ended June 30, 1918, gives the total Indian population of the United States, exclusive of the Five Civilized Tribes, as 237,737. Of this number 117,768, more than one half, cannot speak English; only 76,765, less than one-

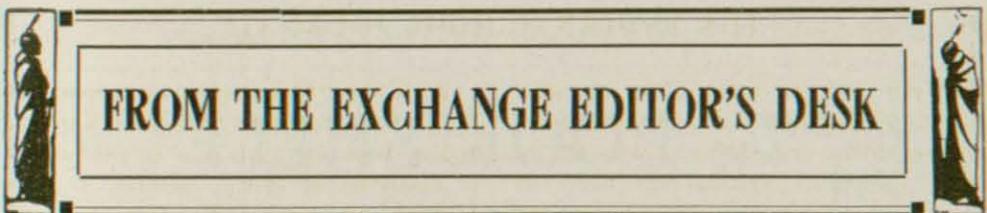
third can read and write. These statistics seem to indicate that the Indian educational problem is far from being solved. Of the 44,499 Indians in Arizona only 7,226 can speak English, and only 5,514 can read and write. How can we hope effectively to get new ideas into the minds of these people until they can understand and speak our language? We should set our minds to work on this problem and devise some means of improving this condition most rapidly than can be done through the present educational methods and machinery.

The United States Bureau of Education has for some years been promoting a National Rural Teachers' Reading Circle. It is without cost to the members except for the necessary books, which may be procured from the publishers at regular retail rates. The study course for the years 1918-20 reflects largely the educational conditions due to the unprecedented changes going on in the world today. This is intended as a two-year reading course, but it may be completed by the industrious teacher in a shorter time. A National Rural Teachers' Reading Circle Certificate, signed by the United States Commissioner of Education, will be awarded to each teacher who satisfactorily completes the course within two years from the time of registering. Teachers in reservation day and boarding schools should be interested in this course. Write for circulars, registration blanks, etc., to the Rural School Division, Bureau of Education, Department of the Interior, Washington, D. C.

We are glad to note the good reports that come to us of the excellent work that is being done with the boys at the Phoenix Indian School, Phoenix, Arizona, by Mr. Jacob Duran, disciplinarian, and his assistant, Mr. Clement Vigil, who were transferred there recently from the Carlisle School. They are putting some "pep" and enthusiasm into the Phoenix boys and the boys like it. Both Mr. Duran and Mr. Vigil are "live wires"—they know how to keep the boys busy and interested, and what is more they are not afraid of hard work and long hours. They are young men of exemplary habits and with ideals; moreover they know how to do things and how to stand up under responsibility; and any young man who has ideals and who is not afraid of long hours and hard work is bound to succeed. We need more of these kind of workers in our schools.

There is a little day school at Laveen, Arizona, where about thirty full-blood Maricopa Indian boys and girls are enrolled which is deserving of special mention in these columns. The teacher, Mr. Jean O. Barnd, has been in charge of this little school for ten years. Though a university graduate he has not considered the task of teaching Indian boys and girls to speak, read, and write English beneath his dignity. The Maricopas are a conservative people and few of them speak English in their homes. At the Maricopa day school nothing but English is spoken. Their number work is excellent also; and their conversational exercises cover all the important community activities and they are surprisingly good. There is no mumbling of words; nor speaking in undertone, yet the recitations are marked by orderliness and system seldom seen in primary grades. Mr. Barnd makes all of his own lessons, painstakingly writing them out on the typewriter and binding them in pamphlet form, a copy for each child. The work of the three primary grades is completed in three and one-half years and it is unusually thorough and complete. Here is an example of a man making up his mind to master a situation and doing it. If all our day school teachers would do this—and boarding school teachers too—they would deserve the admiration and praise of the nation and the love and thanks of all good people who like to see useful things well done. We take off our hat to Mr. Barnd. He is deserving of a seat among the Immortals.

One of the most successful day schools in the Northwest is presided over by Victor Johnson and his wife—both ex-Carlisle students. We are reliably informed that this school is a real community center, and that it is kept up in a way that makes it an example of neatness and ordiliness for all the Indian families in the community. Mrs. Johnson, being an excellent cook and housekeeper, commands the respect and admiration of all her neighbors and the confidence and loyalty of her pupils. Mr. Johnson, because of his initiative and his social disposition and by reason of his industry and enthusiasm, is able to make the interests of the community center around his school, from which radiates inspiration and the desire to become. Yes, Indians make good teachers and we should train more of them for this work.



FROM THE EXCHANGE EDITOR'S DESK

"The American Blacksmith" has in every number interesting articles and valuable information for instructors and students in blacksmithing. Recent issues list a number of good books for vocational schools. "The American Blacksmith, Buffalo, N. Y., subscription price \$1.00 a year.

"The New Success," Orison Sweet Marden's Magazine—for January, publishes an interesting article by Phyllis Perlam entitled, "The Doom of Illiteracy in the United States," in which is told the inspiring story of Mrs. Cora Wilson Stewart's great work in organizing "Moonlight Schools" and in teaching illiterates, some of them over eighty years old, to read and write.

We cannot read this article without wondering why we have not adopted the "Moonlight" school idea as a means for teaching adult Indians to speak English and, mayhap, some to read and write it.

"Power," published by McGraw-Hill Company, Inc., 10th Avenue at 36th Street, New York City, contains articles on boiler and furnace, electricity, heating, ventilating, etc., which make valuable supplementary material for classes in Engineering in vocational schools.

"The Elementary School Journal" for December in commenting on the Senate Bill introduced on October 10th by Senator Hoke Smith of Georgia creating a Department of Education in the federal Government, says:

"This bill is the one which was prepared by the Emergency Commission of the National Education Association. It has been indorsed by a number of universities and will be presented for consideration at the state associations which meet from this date on. Copies of the bill can be secured from the secretary of the National Education Association in Washington on application.

"The bill ought to be discussed not only by teachers but also by laymen because the success of the measure will depend very largely upon the conviction of citizens that a federal department will improve the school work in all sections of the country."

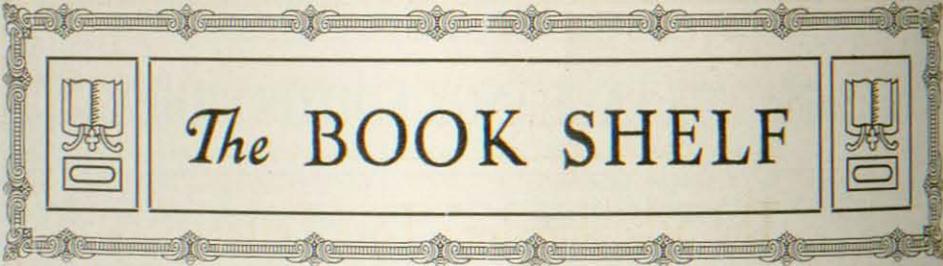
"Educational Review" for January publishes an article entitled, "Education After

the War," by President Nicholas Murray Butler of Columbia University, in which we find the following significant statements:

"After all that may be said in sharp criticisms of American school and college education in the past two decades, it remains true that the American people, and particularly the American soldiers, have shown themselves capable of the most striking accomplishments in the shortest time through the possession of almost unequaled initiative, resourcefulness and zeal for service. What may not be expected of such a people, and, if the need ever come again, of such soldiers, if their theory and practice of education are all that they should be? One's imagination hesitates to attempt to measure the capacity of one hundred millions of thoroughly well-educated, well-trained and well-disciplined American men and women. Yet nothing short of this should be the aim of American educational policy."

"The Industrial Arts Magazine" for January, published by the Bruce Publishing Co., Milwaukee, Wisconsin, contains an interesting article by Frank M. Leavitt, on "Outlining a Manual Arts Course for the First Eight Grades." As an aid to the discussion of this question he gives as the several purposes or objectives of instruction in the manual arts, the following:

1. To develop handiness.
2. To promote the immediate carrying over of ideas into action.
3. To help to discover special interests and aptitudes important for vocational guidance.
4. To provide a means for developing technical skill.
5. To provide a means for imparting technical knowledge.
6. To enable the pupil to apply the test of practice to some of his thinking.
7. To develop the mind by providing constructive problems in materials which demand a vigorous mental reaction.
8. To interest in school those pupils to whom traditional studies do not appeal strongly.
9. To create interest in the arts and industries without reference to their vocational significance.



The BOOK SHELF

TRAINING IN COURTESY—Margaret S. McNaught, Bulletin No. 54, 1917, of the U. S. Bureau of Education, Washington, D. C.

This pamphlet contains many valuable suggestions for teaching good manners in elementary schools. Teachers should write for free copy.

OCCUPATIONS—Gowin and Wheatley, published by Ginn & Company, Chicago, price \$1.20. An interesting book on vocational guidance.

ONE HUNDRED EXERCISES IN AGRICULTURE—Gehrs & James, published by The McMillan Company, New York. Covers practically all of the prevocational course in agriculture for Indian Schools. It has recently been added to the authorized book list for Indian Schools.

EFFICIENCY ARITHMETICS—Chadsey-Smith, published by Atkinson-Mentzer Co., Chicago, contain problems based on farm, garden and home activities. They comprise a splendid collection of motivated problems for classes in vocational arithmetic.

THE ARITHMETISCOPE, a device for visualizing numbers, is the invention of Mr. C. E. Birch, Asst. Supt. and Principal, Haskell Institute, Lawrence, Kansas. With the aid of this device it is said pupils who are deficient in ability to use tables and combinations may easily be brought up to normal. A Manual and Guide for Teachers now being published will greatly increase the efficiency of the Arithmetiscope. This device is on the authorized list of school supplies for the Indian Service. Write World Book Co., Yonkers, N. Y., for information.

OUR NEIGHBORHOOD—John F. Smith, Professor of Social Science, Berea College Academy, Berea, Ky.—is an excellent text in Rural Community Civics for seventh grade pupils. It is published by The John C. Winston Co., Chicago.

DOOLEY'S VOCATIONAL MATHEMATICS FOR BOYS, and Girls (two books), and Lewis' Farm-Business Arithmetic, published by

D. C. Heath & Co., Chicago, are excellent reference books for teachers of Arithmetic in vocational schools.

A TEACHERS MANUAL OF ELEMENTARY LAUNDRY WORK, price 35 cents, published by Longmans, Green & Co., New York, contains some helpful suggestions for Instructors in Laundry Work.

FARM HOME CONVENIENCES, Farmer's Bulletin No. 927, U. S. Department of Agriculture, Washington, D. C., will prove helpful to Instructors in Farm Carpentry. Write for free copy.

CARE AND REPAIR OF FARM IMPLEMENTS, Farmer's Bulletin No. 947, U. S. Department of Agriculture, Washington, D. C. Farmers and Instructors in Blacksmithing should write for free copy.

THE RAG DOLL SEED TESTER, Farmer's Bulletin No. 948, U. S. Department of Agriculture, Washington. Farmers should write for free copy.

LAUNDRY WORK IN THEORY AND PRACTICE, Marsh. This excellent text is published by Longmans, Green & Co., New York, price 80 cents. It is a good text book for vocational schools giving a complete course in Laundry work.

THE WYLY TECHNICAL SERIES, published by John Wyly & Sons, Publishers, 432 Fourth Avenue, New York, includes texts for boys' work and for girls' work. Write for catalog.

BUILDINGS AND EQUIPMENT FOR SCHOOLS AND CLASSES IN TRADE AND INDUSTRIAL SUBJECTS, is the subject of a recent bulletin issued by the Federal Board for Vocational Education, Washington, D. C. Ask for Bulletin No. 20, Trade and Industrial Series No. 4, if you are interested.

PROJECTS IN FARM MECHANICS, is an interesting booklet issued by the John Tarlton Agricultural College, Stephenville, Texas. Instructors in Farm Carpentry would do well to write for free copy.

The Schoolmaster's Love Letter

By D'ARCY WENTWORTH THOMPSON



*MEA cara, pulchra Mary,
Qam vellem tecum concordare!*
What bliss with thee, my Noun to live,
Agreeing like the Adjective;
Not—Heaven forbid it!—*genere,*
Si esset id possibile;
But being one, and only so.

Concordaremus numero;
And I'd agree with thee, my pet,
Casu; ay, casu quolibet;
Likewise, as Relative, I'd fain
A Concord Personal maintain,
Thus borrowing from two parts of speech
The partial harmony of each.
Maybe, from *qui* if more we'd borrow,
I'd be in *quod*, and thou in sorrow;
For, Mary, better 'tis to give,
Than borrow with your relative.
Three grades are in Comparison;
My love admits of only one;
Only Superlative to me
Thy beauty is, like *optime*.
O Mary, Mary, seal my fate;
Be candid, ere it be too late.
Is thy heart open to my suit,
Free as an Ablative absolute?
Do, while I'm in the mood Optative,
Follow me, Darling, in the dative;
Though I should be, for that condition,
Compounded with a Preposition.
Well, sure, of all the girls I see,
To each and all *Proepono te,*
Te omnibus præpono, quare
Thou art my preposition, Mary.
Ah! Dear, should everything go well,
And love should ring our marriage bell,
Our happiness—to be prospective—
Would still, like *ambo*, be defective;

But plural-*caret* should we miss,
 While Singular and complete in bliss
 No; no; for a while, my Pearl, my Jewel,
 We'd linger patiently in the Dual;
 Or ere a year had circled around,
 In cursu rerum naturali,
 Some morn or eve we should be found
 Happy *in numero plurali.*
 Then one in heart and soul and mind,
 We'd grow in love as years declined.
 Moods of command and dubitation
 We'd blot from out life's conjugation.
 Our love, like all things sweet and good,
 Were best expressed, when understood;
 Timidly noiseless, purely shy,
 Unheard of all, yet plain to see—
 Like peeping moon in fleecy sky,
 Or *h* in *hora* and *homine.*
 But life, alas, to all that live,
 Unlike true love, is transitive,
 To love, Intransitive love, is given
 To govern all in earth and heaven.
 Yes, Mary, the ring that would bind you to me
 Were a poor conjunction that death might sever—
 A thin frail *et*, and a life-long *que*,—
 But the link of our love would bind forever.
 An so, when came the certain *finis*,
 We'd be content, my own, my Dearie,
 Sub uno tumulo duplex cinis,
 Two Supines, in one grave, *jacere.*
 With folded hands upon heaveless breast,
 Side by side in our little earth bed,
 Silent^{'s} as Gerunds in *dum* we'd rest,
 While the thunder of noisy years rolled overhead.
 And we'd sleep a sleep, still, calm, and sweet,
 Till our graves grew forgotten and Obsolete;
 Waiting the voice that, as good men trust,
 Shall make Active of passive, and Spirit of dust.

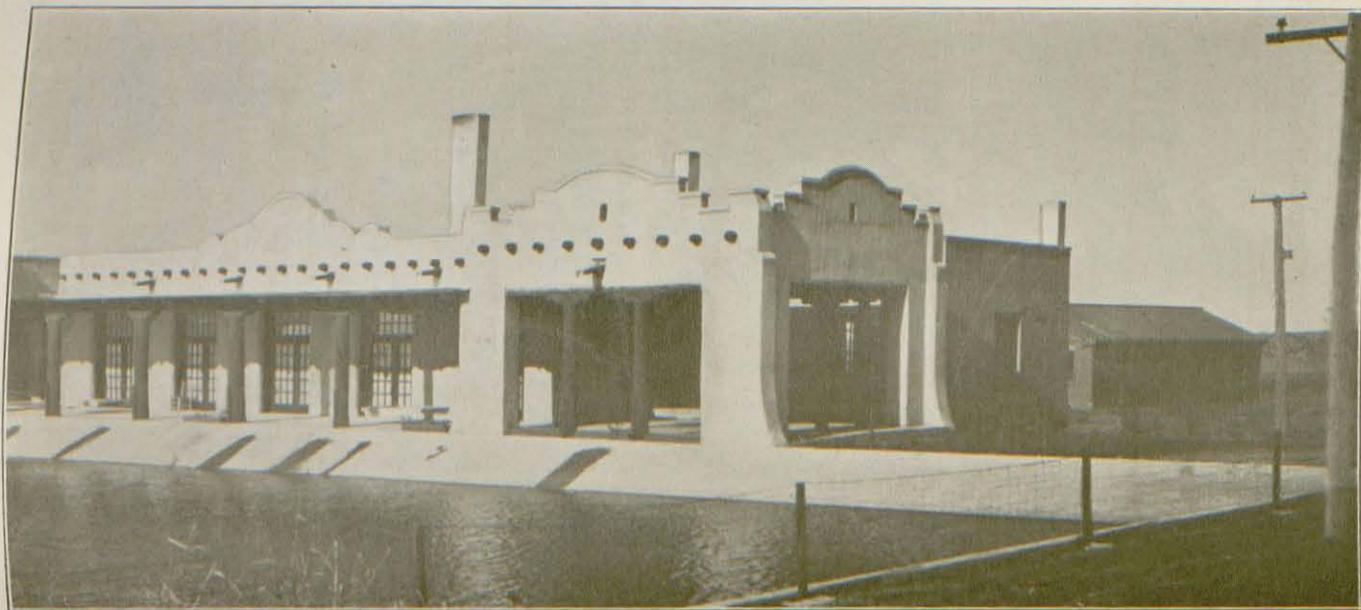


The Teacher's Progress

LORD BROUGHMAN

THE great teacher's progress is not to be compared with anything like the march of the conqueror, but it leads to a far more brilliant triumph and to laurels more imperishable than the destroyer of his species, the scourge of the world, ever won. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course, awaits in patience the fulfillment of the promises, and, resting from his labors, bequeathes his memory to the generation whom his works have blessed, and sleeps under the humble but not inglorious epitaph, commemorating "one in whom mankind lost a friend, and no man got rid of an enemy." ¶ ¶ ¶ ¶ ¶ ¶ ¶





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