staff of the United States District Attorney could handle but few court cases when property was seized for payment of the note or mortgage.[44] One final example will illustrate the Indian's helplessness in protecting his property. When herd laws were passed for Oklahoma Territory, strays could be seized and held until damages were paid for the crops injured or destroyed. White farmers seized the Indians' stock and collected their damages, but few damages were paid to the Indians except where the agency officials could intervene.[45] Clearly, the Indian did not possess the ability to protect his property during the period which we have under consideration.

The obvious profits from the ownership of private property, it was hoped, would stimulate in the Indian the desire to cultivate his land and acquire additional competence. Two different levels of education would provide the Indian with the needed knowledge to engage in gainful employments. Young Indians in day, boarding, mission, and non-reservation schools were educated in basic academic and practical vocational subjects. Adult male Indians were instructed by district farmers who resided among them and demonstrated better agricultural techniques.[46] However interpreted, the educational policies of the federal government depended upon the utilization of the Indians' main source of wealth—land.

Rather than stimulating the desire for further profits, the lease money and funds derived through the sale of inherited lands only provided the means for the Indian to continue his tribal existence. Camps and settlements, despite efforts of the agents, could not be broken up so long as the Indian was not dependent upon the cultivation of his own allotment or engagement in other employment. Education by itself was of little value unless the Indian possessed enough money to buy the tools needed for agriculture. Lease and annuity funds were used to pay debts to local merchants or their agents who gathered at the payments, and the money derived from the sale of inherited lands was for the most part doled out at the rate of ten dollars a month to prevent fraudulent and immediate separation of the Indian from his money.[47] Young Indians educated