

(Original Draft)

In the matter of the disbursement of the Chickasaw Coal Asphaltum Royalty Fund, it is agreed:

1st. That after the close of the present scholastic year (June, 1901) no person shall be eligible to teach in the schools of the Chickasaw nation who has not been examined by a Board to be appointed by the Governor of the Chickasaw nation and approved by the Secretary of the Interior, and received a certificate from such Board as to his mental and moral qualifications to teach;

2nd. That the outstanding school warrants of the Chickasaw nation, legally issued since the ratification of the "Atoka Agreement" shall be paid without delay, by a disbursing officer designated by the Secretary of the Interior, out of the Chickasaw Coal and Asphaltum Royalty Fund now in the hands of the United States, so far as the same will apply; and such school warrants as may be hereafter legally issued, shall, in like manner be paid out of such fund as shall hereafter come into the hands of the United States, so far as the same will apply, annually, semi-annually or quarterly as the Secretary of the Interior may deem best.

3rd. The school officials appointed by the Secretary of the Interior for the Indian Territory shall, at all times have access to the schools of the Chickasaw nation, for the purpose of advising as to courses of study, methods of teaching, sanitation, discipline, etc., etc.; and friendly co-operation with them, on the part of the school officials and teachers, and other officers of the Chickasaw nation, in the betterment of such schools, is guaranteed; and any information that may be desired by the Secretary of the Interior or his representative as to the condition or conduct of such schools will at all times be cheerfully furnished.

## RESOLUTION.

WHEREAS: The Chickasaws have ever manifested a deep interest in the education of their children, and to that end it was provided in the Atoka Agreement that coal and asphaltum should be reserved from allotment, and leased under the direction of the Secretary of the Interior

"...and the royalties therefrom paid into the Treasury of the United States, and shall be drawn therefrom under such rules and regulations as may be prescribed by the Secretary of the Interior. ....for the ~~same~~ education of the children of Indian blood of the members of said Tribes";

and

WHEREAS: More than two years have passed since the ratification of the Atoka Agreement, and a royalty fund has accrued thereunder to an amount exceeding Sixty Thousand Dollars, (\$60,000.00), of which the Chickasaws have had no benefit, no rules and regulations for drawing this money from the Treasury of the United States having been prescribed by the Secretary of the Interior, as contemplated by the Agreement; and

WHEREAS: The Chickasaws have, for the past two years, supported their schools out of the interest on their trust fund, as best they could, and unless a means be provided whereby they may secure the benefit of this royalty fund for educational purposes, their schools will certainly be crippled, and, perhaps, discontinued; Now, THEREFORE,

BE IT RESOLVED BY THE LEGISLATURE OF THE CHICKASAW NATION, that the Secretary of the Interior be requested to prescribe rules and regulations whereby this money may be drawn from the Treasury of the United States for educational purposes, as guaranteed by the Atoka Agreement.

EDUCATION OF WHITE AND NEGRO CHILDREN IN THE  
INDIAN TERRITORY.

LETTER

FROM

THE ACTING SECRETARY OF THE INTERIOR,

TRANSMITTING

CERTAIN PETITIONS AND COMMUNICATIONS, WITH RECOM-  
MENDATIONS IN REGARD TO THE EDUCATION OF WHITE AND  
NEGRO CHILDREN IN THE INDIAN TERRITORY.

FEBRUARY 16, 1898.—Referred to the Committee on Indian Affairs and ordered to be  
printed.

DEPARTMENT OF THE INTERIOR,  
*Washington, February 15, 1898.*

SIR: A most extraordinary and anomalous condition has been brought to my attention, relating to the education of children of white and colored residents of the Indian Territory.

All the lands in that Territory belong to the Indians of the Five Civilized Tribes, and the United States can not make any provision for educational purposes therein, except by direct appropriations from the public Treasury. No appropriations for the purpose have ever been made, consequently no provision for the education of white and colored youth exists.

The white and negro residents are there by sufferance only, having no voice in the government under which they live or ownership in the soil on which they reside.

It is represented to me that there are at this time at least between 250,000 and 300,000 white residents in the Indian Territory, to which large accessions are made each year. Of this number there are believed to be not less than 30,000 children of school age, all of whom are shut out from the schools supported by the governments of the five nations of Indians who control the Territory, as well as from those supported by the United States for the benefit of Indian youth. Besides these, the children of the entire colored population, said to number 25,000, are little, if any, better off. In the Chickasaw Nation they are disowned and cast off by the tribal government. The other nations have nominally admitted their colored populations to citizenship, but practically their children are not better provided for than those of the whites. It appears, therefore, that there is a mass of more than 50,000 children

of both races, of school age, for whose education, either industrial or literary, there is absolutely no provision whatever—children who are growing up without any of the advantages possessed by those in all other parts of the vast domain of the United States.

Petitions signed by white residents of Vinita and vicinity have been received by the Department, asking Congress to make an appropriation to educate the white children of the Indian Territory, and making a specific request for the appropriation of land scrip covering an area equal to the number of acres given other Territories, the same to be sold and the proceeds devoted to the establishment of free schools for the education of children in the Territory.

Believing the subject to be of vital importance to the future welfare of the Territory, as well as to the surrounding States, I have caused the matter to be laid before the Commissioner of Indian Affairs, the Commissioner of Education, and the Commission to the Five Civilized Tribes for an expression of their views, and herewith transmit copies of the said petitions and of the reports of the officials named for the information of the Congress and for such action as it may in its wisdom deem proper and necessary to take in the premises.

In submitting this matter I can not too strongly urge the importance of the subject to the welfare of the persons whose educational interests seem to have been wholly lost sight of. Attention is also respectfully invited to the application for some provision for the blind of all races within the Territory, referred to by the Commission to the Five Civilized Tribes and in the inclosed copy of a communication which accompanied their report.

Very respectfully,

THOS. RYAN,  
*Acting Secretary.*

The SPEAKER OF THE HOUSE OF REPRESENTATIVES.

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
*Washington, January 17, 1898.*

SIR: I have the honor to acknowledge the receipt, by your reference, of a petition from Joseph Hunt and others, Vinita, Ind. T., asking Congress to make an appropriation to educate white children of Indian Territory. Inasmuch as the question of the number of whites in Indian Territory and their children appears to be discussed in the President's message to Congress, I respectfully return the papers, with the recommendation that the same be considered in connection with the report of the Dawes Commission upon the affairs of this Territory.

Respectfully,

A. C. TONNER,  
*Acting Commissioner.*

The SECRETARY OF THE INTERIOR.

BUREAU OF EDUCATION,  
*January 26, 1898.*

SIR: I have the honor to acknowledge the receipt, by reference from the chief clerk, of a petition purporting to be signed by citizens of Vinita, Ind. T., and vicinity, asking Congress to make an appropriation to educate the white children of Indian Territory, the said petition

being headed by another petition purporting to be signed by four persons representing the Grand Army of the Republic for Indian Territory, and making a specific request for the appropriation of land scrip equal in number to the acres given other Territories, the same to be sold and its proceeds used for the purpose of educating children in free public schools in said Territory.

I have within the past three or four years heard more than once a statement of the conditions existing among the white and colored population settled in Indian Territory outside of the Indian tribes. If my information is correct, it seems that the youth of both races are growing up not only without proper school education, but also without proper industrial training. With industrial training the youth can look forward to bettering his condition, even if he is illiterate. Without it he can not hope to obtain an honest living.

A population that can not acquire title to land and which can not enter manufacturing or commercial establishments certainly is not receiving an education in self-respect and is not preparing itself for a useful citizenship. This is a difficulty which appeals to the National Government as the only authority able to remedy it. It is too much to expect that 51,000 Indians will look after the wants of 130,000 white or colored people (census of 1890) who have no claim on them. Meanwhile the surrounding States—Kansas, Oklahoma, Arkansas, Texas, and Colorado—can do nothing to help the matter, for it lies beyond their jurisdiction. And yet all these surrounding States will suffer through the existence of a population near their borders which has neither industrial nor literary education. It is likely to form a vast slum into which that dangerous class of people known as train robbers, looters of village banks, and other marauders may escape and hide itself from pursuit. The existence of such a population is a menace to the civilization of the States surrounding the Territory.

The only efficient remedy for this evil is a provision on the part of the National Government for the industrial education for the youth of both races, colored and white, now resident in the Indian Territory. With industrial education in the common arts and trades carried on in Western States, and with instructions in the elementary English branches, a means of self-support will be furnished to the children whose unfortunate parents have settled there. It is not likely that they will ply their trades and occupations within the Territory, although there may be some opportunity to do this. It is more likely that they will migrate to the surrounding States and become worthy members of civilized communities. So long as the anomaly exists of a patriarchal society or a village community in the midst of a modern industrial civilization, protection is due from the General Government to misguided people of whatever race that migrate into the circle of its influence.

The question of administering the schools provided for this class of people is already settled by the existence of the educational division of the Indian Bureau. The office that has charge of the distribution of the annual appropriation for the benefit of Indian youth can manage with smallest embarrassment the schools adapted to white and colored youth resident in the vicinity of the Indian tribes. Any other office that should undertake this would have constant questions of adjustment to make with the Indian Bureau, and besides it would have to establish a "plant" or incur office expenses that would be entirely unnecessary if the whole matter were left to the Indian Bureau to manage.

To sum up these reflections, I would say:

(1) That it seems to be a matter of sufficient importance to commend itself to Congress for immediate action;

(2) That provision that should be made in the form of industrial schools ought to lay some stress on the elementary English branches; and

(3) That the administration of the fund appropriated for the purpose should be placed with the Indian Bureau, which already has charge of schools in that section of the country.

I return the petition referred to me with these suggestions, all of which are respectfully submitted.

Your obedient servant,

W. J. HARRIS,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

COMMISSION TO THE FIVE CIVILIZED TRIBES,  
*February 12, 1898.*

SIR: The Commission to the Five Civilized Tribes has the honor to acknowledge the receipt, by reference "for early consideration and recommendation," of sundry petitions from persons residing in Vinita and vicinity, in the Indian Territory, praying for an appropriation in money for the education of white children in said Territory, and also a petition of persons representing the Grand Army of the Republic in said Territory, asking that land scrip equivalent to the 16th and 32d sections devoted to educational purposes in other Territories may be devoted to the education of white and colored children in said Indian Territory.

These petitions find their origin in the peculiar political conditions by which both white and colored residents in that Territory are surrounded, and their legal status therein, contrasting, as they do, sharply with the political and legal conditions in any other of the Territories of the United States, which have enabled the Government to make in those Territories ample provision out of the public domain therein for educational purposes.

The United States has no public domain in the Indian Territory, and can not, as in other Territories, therefore, make any appropriation therefrom to educational purposes. Whatever is done must be by direct appropriation from the public treasury. Besides, the government of this Territory has until recently been altogether in the hands of a portion of its people, of whom those for which this appropriation is asked form no part, and in whose administration of affairs they have no voice. Although much of this government has been resumed by the United States since January last, still these people remain without any voice therein. The presence of all the white persons alluded to in these petitions, and that of some portion of the colored people, has no recognition in the laws governing the Territory. Not only have these people no voice in the government under which they live, but they have no ownership in the soil on which they reside. Their home is on the land of another, and they are there by permission of the owner only, and under existing law they can obtain no more permanent abode within the limits of the Territory.

These are conditions, both of government and tenure, which pertain to no other Territory of the United States. If, therefore, anything is done by the Government for the people in behalf of whom these peti-

tions pray, it is apparent that it must be done by methods altogether exceptional, and for reasons that do not exist elsewhere. No one acquainted with the conditions and needs of these people can hesitate to express the opinion that, notwithstanding the difficulties these novel conditions involve, the necessity for relief in this regard is so immediate and pressing that it must be undertaken by the Government, and with as little delay as possible.

It is estimated that there are at this time between 250,000 and 300,000 of these white residents of the character and of the unrecognized political existence heretofore spoken of now in the Territory, to which number there are large accessions every year. Of this number there are believed to be at least 30,000 children of school age. Now, all these children are shut out from all the schools supported by the government of these five nations, and not a dollar of their public money derived from any source goes to the education of a single one of these 30,000 children. The door of every public school is closed against them all. No one of them can obtain the least education, except the few whose parents can find means to hire private teachers. This, in the nature of the case, is very rare among pioneer settlers under the most favorable circumstances.

In addition to this vast number of white children utterly shut out from opportunity for education, the children of the entire colored population, estimated at 25,000 in all, are little, if any, better off. In the Chickasaw Nation they are disowned and cast out by the tribal government. The other nations have nominally admitted them to citizenship, but practically they are hardly better provided for than white children.

There is just as little opportunity for these children to acquire knowledge of any industrial pursuit as of any other kind of education. There are graduating from this mass of ignorance and idleness into the citizenship of that community every year thousands of these youth without the slightest preparation for its duties or knowledge of any means of self-support, while the ranks they leave are kept more than full by new-born raw recruits.

It needs no argument to make it plain that without some means of education these children may become an army of ignorant, idle, homeless tramps, and a menace to good order, and that where it exists there can be no security to either person or property, or orderly respect to law and government. An honest livelihood is to such men an impossibility, and the peril of their presence can not be exaggerated. Unless checked this evil will go on increasing at an alarming rate until it will involve the community which tolerates it in irretrievable ruin. Delay is fraught with utmost danger. The initiative in checking it ought to be undertaken at once. If a permanent system of relief can not, in the present unsettled condition of affairs, at this time be formulated, it is to be hoped that a beginning may be had by placing an appropriation in the hands of the Commissioner of Indian Affairs, to be expended in aid of outside influence to establish schools among the white and colored population of that Territory.

There has been started recently a school of this character, supported entirely by private means, which at this moment is appealing to the Government for aid. It is established for the benefit of the poor and unfortunate blind in the Territory, open to all races. It is in charge of a Miss Lura Rowland, who is herself blind, but has been educated at the institute for the blind at Little Rock, Ark., and is herself highly indorsed by the State authorities. It is held in a room in what was

the United States building at Fort Gibson, Ind. T. Some of the most worthy men of the Territory, known to be of the highest character by members of the commission, have consented to act as trustees, and Miss Rowland has with heroic devotion traversed the Territory, becoming conversant with the needs of such a school. In a letter to a member of this commission, which is respectfully referred with this report, she states that she has found 35 poor blind children already, who are without any possible chance of education, except through such a school as she is attempting to maintain. Her plea in this letter for aid is an appeal that can not fail to meet with favorable consideration, and the commission earnestly indorse it.

The commission refrains from expressing an opinion as to the methods by which aid can best be rendered in response to these petitions, beyond concurrence generally in the views upon that point expressed in the report of the honorable Commissioner of Education, which is found included in this reference, to which they take the liberty to refer.

The papers referred are herewith returned.  
Respectfully submitted.

HENRY L. DAWES,  
TAMS BIXBY,  
FRANK C. ARMSTRONG,  
A. S. MCKENNON,  
*Commissioners.*

The SECRETARY OF THE INTERIOR.

THE INTERNATIONAL SCHOOL FOR THE BLIND,  
*Fort Gibson, Ind. T., February 2, 1898.*

DEAR SIR: I write to ask you if you will now kindly begin to use your influence (as you promised some time since) to aid me in my endeavor to obtain an appropriation from the present Congress for the support of a school for the blind in the Territory. This school is to include all of the blind who are of school age, both Indians and whites, who reside within the limits of the Indian Territory.

I have interested myself in this work, have in person traveled over the Territory to ascertain the need of such a school, have found that it is badly needed. In my travels I have heard of more than 35 young blind persons, about one-half of whom are Indians of different tribes, the rest whites; and as my traveling has been almost entirely along the different railroads, I conclude that there must be numbers of others scattered about through the country of whom I have not heard, and whom I have not been able to reach.

I have succeeded in raising a few hundred dollars by private subscription from the various towns of the Territory, which has enabled me to organize a school for the blind at this place, and I hope to have a sufficient amount of money to be able to continue the school until the close of June. But it will be a very difficult matter to keep the school running after that time if we can not obtain an appropriation from Congress.

Will you please lay the matter before the Committee on Indian Affairs, or take whatever steps you may deem necessary to get a bill through the present Congress, asking for not less than \$10,000 annually for the support and maintenance of a school for the blind? This amount is to cover all of the necessary expenses of the school, including teachers' salaries, etc.

Colonel Wisdom, Indian agent, has promised to do all he can for this cause. Perhaps if you would write him you can together agree upon some plan that is best to pursue.

Will you please interest yourself in this cause and befriend me enough to take the matter in hand; to frame a bill and to see that it is properly pushed through? It is necessary that I have some one in Washington upon whom I can depend, and who will not let the matter rest until some action is taken. Will you please be my representative and put forth your very best efforts to obtain the appropriation we so much need? Will you also please write me as to what course you think best for me to pursue, to whom I had best write, etc.? Please also give me your views in regard

to the possibility of my securing these grounds and buildings for the permanent use of this school in case the country should be allotted.

Hoping that you will do all you can to help me in this work, and trusting to hear from you at your earliest convenience, I remain,

Yours, respectfully,

Miss LURA A. ROWLAND.

Hon. A. S. MCKENNON,  
*Washington, D. C.*

*To the Senate and House of Representatives of the United States:*

Your petitioners would respectfully represent and state that the Indian Territory has a population of about 250,000 or 300,000 citizens, white and colored; that by the conveyance heretofore made to the Five Civilized Tribes all the land situated in said Territory has been conveyed by the United States Government to the Indians; that the Government has no contract or right to any of said lands; that Congress can not grant the sixteenth and thirty-sixth sections to said Indian Territory for school purposes, and that there are no funds obtainable from said lands or the sale thereof to educate the rising generation.

We therefore ask that the amount of land scrip equal to the number of acres given other Territories be issued by the Government for the purpose of educating our children; that the said scrip be sold and that provisions be made in granting the same to secure the principal of said amount, and that the interest be used to sustain a free school system.

We further state that our children are growing up in ignorance, without the benefit of an education; that our people are too poor to pay for the education of the children, and we feel that it is the duty of your honorable body to make suitable provisions for the maintenance of free public schools.

We further state that the Indians have suitable provisions to educate their children, but that they do not allow the white or colored children, where parents are the citizens of the United States, to attend their schools; therefore we look to your honorable body for relief.

Given under the hand and seal of the Grand Army of the Republic for the Indian Territory.

G. W. TAYLOR.  
S. K. HALL.  
G. S. WHITE.  
WM. CLERENGER.

VINITA, IND. T., *January 1, 1898.*

We, the undersigned, citizens of Vinita and vicinity, respectfully ask Congress to appropriate an appropriation to educate white children of the Indian Territory:

Joseph Hunt.  
G. F. Clark.  
Hneston Smith.  
H. R. Hunt.  
Isaac Mode.  
Eli Reynolds.  
G. M. Davis.  
J. B. Robinson.  
robt. Klaus.  
J. H. Harmon.  
J. K. Taylor.  
N. B. Chamberlin.  
E. J. Dixon.  
H. C. Barrett.  
A. J. Caughron.  
A. C. King.  
S. K. Hall.  
T. J. Jordun.  
L. Wade.  
H. Balentine.  
S. J. Riley.  
J. J. Spencer.  
T. Wyman Thompson.  
J. E. Inman.  
J. H. West.  
W. E. McPherson.  
R. W. Ballard.  
M. W. Franklin.  
G. G. Hendricks.  
W. Winegelvee. (?)  
W. C. Sartin.  
W. C. Chamberlin.  
Homer Andrews.  
J. W. Hunt.  
F. E. Burns.  
C. J. Johnson.  
L. P. Ishell. (?)  
N. P. Wilbur.  
Ben Turk.  
J. T. Wheel.  
Sid Belin. (?)  
G. M. Baird.  
W. W. Ward.  
W. T. Davis.  
M. M. Wright.  
John Davis.  
John L. Dameron.  
Chas. N. Martin.  
J. N. Toller.  
W. Lemaster.  
R. Barnes.  
John H. Bailey.  
T. P. Allen.  
E. Hendricks.  
A. Hendricks.  
J. S. Martin.  
A. T. Etter.  
B. C. Burnett.  
Wm. McCullum.  
J. I. Morning.  
H. M. Harriman.  
W. L. Jeffries.  
C. W. Gee.  
J. T. Gunter.  
A. Foster.  
W. R. Thompson.  
R. F. Williams.

H. Gould.  
D. C. Boswell.  
S. Clinton Scott.  
John Palmer.  
Homer Gay.  
E. M. Ungly.  
(Illegible.)  
W. P. Sherer.  
R. M. Fisher.  
N. E. Foster.  
G. W. Cook.  
A. C. B. Allen.  
John Hawkins.  
John Robinson.  
D. N. Dickerson.  
Ish. Davis.  
R. L. Beets.  
H. A. Blackmer.  
G. M. Riley.  
S. M. Booton.  
E. D. Jackson.  
A. D. Wheeler.  
S. S. Bluejacket.  
J. H. Wartman.  
Jos. P. Scott.  
A. G. Hood.  
A. M. Haward.  
R. E. Herff.  
F. M. Hix.  
H. Cornatzer.  
S. W. Bond.  
J. T. Ratcliff.  
S. Jackson.  
Frank Boyce.  
A. Murphy.  
O. Q. Newland.  
J. M. Sims.  
J. J. Carney.  
John Douglas.  
J. F. Ledbetter.  
O. L. Leso.  
A. N. Gwin.  
John W. Webb.  
Jno. W. Sumner.  
F. Downing.  
Ed. Hamback.  
James Howles.  
D. P. Warren.  
C. M. L. ———.  
A. Ryan.  
J. D. Booton.  
H. Rook.  
N. N. Gooher.  
S. R. Glenn.  
Wm. Simms.  
W. Battles.  
Jake Walters.  
James McCone.  
Chas. Ferguson.  
John E. Henneger.  
G. W. Wilkens.  
Hasen Carrico.  
J. P. Teataman.  
Lomas Jack.  
John Mershon.  
Jas. S. Alexander.  
W. D. Custis.

J. O. Cook.  
James McCanish.  
N. J. Graves.  
P. W. Craig.  
H. B. Dennis.  
J. H. Gibson.  
D. Taylor.  
George Bills.  
J. H. Nolin.  
Richard Deal.  
J. W. Johnson.  
J. C. Michael.  
F. E. Warren.  
W. D. McDowell.  
J. A. Jackson.  
D. F. Olmstead.  
J. B. Myrell.  
A. W. Forman.  
C. C. Waddel.  
S. J. Jordan.  
Wm. A. Jones.  
D. A. Pinkston.  
G. W. Taylor.  
Lee Marshall.  
J. R. Hall.  
W. C. Sattou.  
C. York.  
M. L. Blakemore.  
S. A. Hughes.  
J. H. Dixon. Com. G. A. R.  
Post, No. 19.  
I. B. Hitchcock (Pedagogue).  
V. A. Scott, Vinita.  
D. Bouck.  
N. Heithly.  
I. N. Fitzpatrick.  
J. R. Bivin.  
J. F. Mesner.  
F. N. McCoy.  
J. S. Hargrove.  
J. L. Richardson.  
L. W. McCoy.  
John W. Williams.  
A. A. Barton.  
L. R. Bishop.  
J. M. Crump.  
Ferdinand Bollin.  
J. T. Taylor.  
S. M. Whitside.  
Ed. A. Stanley.  
George Williams.  
H. C. Skilley.  
J. F. Warren.  
T. Sclinkenbard.  
Henry Taylor.  
Thomas McCoy.  
J. W. Johnson.  
Wm. H. Daniel.  
J. H. Hoover.  
Wm. McClendon.  
Wm. E. Taylor.  
H. W. Simerson.  
J. H. Ward.  
Wm. McCain.  
Chas. Wright.

General Relations

Choctaw Schools



CHOCTAW NATION

*Plants File O*

National Secretary
E. J. Hooper, Tallahassee, Fla.
National Treasurer
Geo. W. Moore, San Diego, Cal.
National Auditor
A. H. Woods, Lenoir, N. C.
National Attorney
J. W. Atoka, I. T.

South McAlester, Indian Territory, June 3, 1901.

Talihina, I. T., June

100

Gov. G. W. Dukes,

Talihina, Indian Territory.

Messrs. Mansfield, McMarrya and Co.,

Attorneys at Law,  
So. McAlester, Ind. Ty.

Dear Governor: Mr. Cornish is just in receipt of a letter from Mr.

Benedict stating that he has been directed by the Secretary to meet  
you for the purpose of considering the Choctaw school situation.

Mr. Benedict suggests that the meeting occur at South  
McAlester on Saturday, June 15, and inquires if this date is  
satisfactory to you.

Kindly consider the matter and advise us.

It might be well for you to also, at the same time,

write Mr. Benedict.

Very respectfully,

With best wishes, we are,

Your friends,

*G. W. Dukes*  
Principal Chief, Choctaw Nation.

Dictated.

G. W. DUKES, PRINCIPAL CHIEF.

National Secretary,  
S. J. HOMER, Caddo, I. T.  
National Treasurer,  
GEO. W. SCOTT, San Bois, I. T.  
National Auditor,  
S. H. WOODS, Lenox, I. T.  
National Attorney,  
A. TELLE, Atoka, I. T.

Talihina, I. T., June 11th, 1901. 190

Messrs. Mansfield, McMurrya and Cornish,  
Attorneys at Law,  
So. McAlester, Ind. Ty.

Gentlemen:-

Kindly mail me a copy of the Agreement that the Chickasaws made with the Officials in Washington concerning the operation of the Chickasaw National Schools.

When any <sup>one</sup> of the firms comes down, don't forget to bring along with you the Choctaw laws I left with Mr. Mansfield. I need them in the office.

Very respectfully,

*G. W. Dukes*  
Principal Chief, Choctaw Nation.

3  
South McAlester, Indian Territory, June 17, 1901.

Gov. G. W. Dukes,  
Talihina, Indian Territory.

Dear Governor:

We understand that D. C. has written you in regard to the forthcoming school meeting on the 25th instant.

We have not communicated with Mr. Benedict since receiving information that you could not be here on the 15th, and we write now to concur in the suggestion of D. C., that you take the matter up with Mr. Benedict, and agree with him upon a time and place of meeting.

Our Mr. Comish leaves today to be gone a week, but will be back at the office in time to be with you at the meeting at the time and place agreed upon.

When you agree with Mr. Benedict upon a date and place of meeting, kindly advise us either by letter or wire, in order that we may be informed of the same.

Your friend,

Dictated.

4  
Talihina, I. T., June 19, 1901.

Messrs. Mansfield, McMurray & Cornish,  
South McAlester, Ind. Ter.

Dear Sirs:

I am in receipt of your communication of the 17th, instant, suggesting that we meet in conference on school matters in South McAlester on the 25th, of present month, and in answer I would suggest that we meet on the 26th as I can not get off for the 25th. If my date of appointment is satisfactory I would ask you to communicate with Mr. Benedict and find out if he could meet with us at the time and place named. You will please advise me of his wishes.

Respectfully,

*G. W. Dukes*

Principal Chief, Choctaw Nation.

P. S. I endorse Judge Thomas for reappointment and you will please correspond with the President to that effect. You may write out an endorsement for Judge Thomas for me and sign my name. Do all you can for his reappointment. G. W. Dukes.

5  
South McAlester, Indian Territory, June 20, 1901.

Hon. John D. Benedict,  
Muskogee, Indian Territory.

Dear Sir:

Governor Dukes has suggested that he cannot be here on the 25th; but if agreeable to you, he can be here to meet you on the 25th, for the purpose of holding a conference regarding certain Choctaw school matter now pending.

Kindly advise us if this date will be agreeable with you.

Very truly yours,

Dictated.

6

South McAlester, Indian Territory, June 24, 1901.

Hon. G. W. Dukes,

Talihina, Indian Territory.

Dear Governor:

We are in receipt of a letter from Mr. Benedict stating that he will meet you at South McAlester at the time mentioned, June 26.

With best wishes, we are,

Your friends,

Dictated.

South McAlester, Indian Territory, June 28, 1901.

7  
Gov. G. W. Dukes,

Talihina, Indian Territory.

Dear Governor:

You will remember that it was suggested by Mr. Benedict that he would transmit a draft of the school agreement to the Secretary of the Interior for his consideration.

We have thought that, in order that a misunderstanding may be rendered impossible, it would be advisable for you to transmit a carbon copy of the agreement direct to the Secretary, with a short statement by letter of your views relative thereto; and suggest at the same time the salary arrangement agreed upon between you and Mr. Benedict, and also the necessity for early action by the Secretary.

We have prepared, and herewith enclose, a draft of a letter to this end. If it meet with your approval we would suggest that you have it copied upon your letter head, sign it, and transmit it to the Secretary of the Interior, with the enclosed copy of the school agreement attached thereto.

Very respectfully,

Dictated.

Hon. Secretary of the Interior,

Washington, D. C.

Sir:

Some weeks ago I requested that you direct Honorable John D. Benedict, Superintendent of Schools for Indian Territory, to meet myself and the school officials of the Choctaw Nation with a view to agreeing upon some plan satisfactory to all for the conduct of the schools of the Choctaw Nation, such plan to be submitted for your approval.

I now write to advise you that such a meeting has been held, and I herewith enclose, for your information, a carbon copy of the agreement had with Mr. Benedict.

In transmitting this agreement I have to state that it is satisfactory, and I have every reason to believe that, if approved by you, and carried into execution, it will result in the conduct of our schools in a way that will be entirely satisfactory to our people; and eliminate the unrest and dissatisfaction that now exists.

It will be observed that this agreement provides that the compensation of the representative of the Choctaw Nation shall be fixed by you, and paid out of the royalty fund.

It was not thought proper to suggest the amount in the face of the agreement, but Mr. Benedict and myself have discussed the matter in the light of conditions as they exist here, and it is our idea that the compensation of such representative should be fixed at \$1200.00, and actual expenses not to exceed \$300.00.



2

I apprehend that the original of this agreement will be transmitted to you, through official channels, by Mr. Benedict.

Inasmuch as the time for the inauguration of school work for the coming year is approaching, and inasmuch further, as the summer normal, at the close of which it is the purpose to examine teachers, is now in progress, ~~XXXX~~ I would respectfully suggest that you give this matter the earliest possible attention, and advise me of your action relative thereto, either directly or through Mr. Benedict.

Very respectfully,

Dictated.

South McAlester, Indian Territory, May 14, 1901.

8  
Hon. G. W. Dukes, Secretary of the Interior,  
Washington, D. C.  
Talihina, Indian Territory,

Dear Governor:

We herewith enclose the draft of a letter from you to the Secretary of the Interior, in regard to the schools. The same has been prepared and is sent you in compliance with your request sent through D. C. McCurtain.

If you will have this letter written out on your letter paper, and sign it and send it forward, we believe the settlement of the school matter will be well under way.

We think if the Secretary will order Benedict to meet you and the school Board, a plan can be agreed upon in regard to the ~~affairs~~ of the schools that will be satisfactory to the Choctaws. In other words, we think Benedict is anxious for an amicable settlement of the controversy, and will do all he can to bring it about if directed to do so, by the Secretary.

Kindly advise us by letter in this line of procedure meets your approval, so that we may know of the progress of the matter and be able to help it along.

Sincerely yours,

Dictated.

the Governor will do, in his letter to the Secretary, above  
South McAlester, Indian Territory, May 14, 1901.

9

Hen. Thomas Ryan,  
Acting Secretary of the Interior,  
Washington, D. C. ;

a controversy exists, and one in which the Choctaws feel  
Dear Sir:

I take the liberty of addressing you personally in  
regard to the schools of the Choctaw Nation, and particular-  
ly as to a communication which I understand the Governor  
of the Choctaw Nation will shortly address to the Secretary  
of the Interior, requesting that the school representative  
of the government in the Indian Territory be directed to  
meet the school authorities of the Choctaw Nation, with a  
view to drafting a plan of settlement of the controversy  
now existing as to the control of the Choctaw schools, such  
plan to be submitted to the Secretary of the Interior for  
approval.

You will remember that I recently accompanied Governor  
Johnston of the Chickasaw Nation to Washington, and met you  
with him, in connection with the adjustment of matters affect-  
ing the Chickasaw Nation; and the courtesy and kindness  
with which we were received by you, and the practical and human  
manner with which you dealt with the matters in which we  
were interested, leads me to take the liberty of calling  
your attention to the situation in the Choctaw Nation, and  
the necessity that exists, both from the standpoint of the  
government as well as the Choctaws, more fully, perhaps, than  
the Governor will do

the Governor will do, in his letter to the Secretary, above referred to.

Without reference to its merits, it is certain that a controversy exists, and one in which the Choctaws feel a deep interest; and if allowed to remain unadjusted, it is apparent that the feeling of unrest and antagonism will increase and diminish, thus crippling the usefulness of the schools and rendering it impossible to accomplish that degree of good that would necessarily result from harmony and friendly co-operation on the part of the Choctaws.

Having met Mr. Benedict in connection with the adjustment of the Chickasaw schools, I believe that if he is directed to meet the Choctaw school authorities for that purpose, a plan can be agreed upon that will be satisfactory to all; and that will result, if approved by the Secretary and made effective, in entirely eliminating the elements that now cripple the schools, and by insuring the hearty co-operation of the Choctaws, raise the schools of the Nation to the highest possible point of usefulness.

I understand it to be the suggestion of the Governor that Mr. Benedict be directed to meet the Board of education of the Choctaw Nation for that purpose; and that whatever is tentatively agreed upon is to be submitted for the approval of the Secretary of the Interior.

You will understand, as I stated to you frankly in

HonTR-3.

In is the earnest desire of my firm that these matters of difference between the Choctaws and Chickasaws and the government of the United States be amicably adjusted , and as above stated, the kindness and courtesy with which you received me upon the occasion of my recent visit to Washington in connection with the Chickasaw matter, leads me to take the liberty discussing the Choctaw school matter with you in the same spirit, and with the same end in view.

If the idea of the Governor is concurred in, in view of the fact that the time will shortly arrive when it will be necessary to outline plans for the conduct of the schools for the coming year, I would suggest that his request be acted upon at an early date, so that whatever may be drafted, may be submitted for the approval of the Secretary without delay.

Very respectfully,

Dictated.

South McAlester, Indian Territory,

June 26, 1901.

10  
Honorable Secretary of the Interior,  
Washington, D. C.

Dear Sir:

I have this day had a conference with Mr. John D. Benedict, Superintendent of Schools in Indian Territory, and we have agreed to ask you to make the changes indicated below in your Rules and Regulations Concerning Education in the Indian Territory so far as they relate to the Choctaw Nation. The approval of these changes by your Department will satisfy the Choctaw citizens and will insure their hearty co-operation with the United States School officials in the management of our schools:

The regulations concerning education in the Indian Territory in so far as they apply to education in the Choctaw Nation, are hereby amended and supplemented as follows:

1. The superintendents, teacher, and other employes in the schools of the Choctaw Nation shall be selected and appointed, and their compensation fixed, by a board to be composed of the School Supervisor for the Choctaw Nation, appointed by the Secretary of the Interior, and a representative of the Choctaw Nation, appointed by the Principal Chief of the Choctaw Nation, and subject to the approval of the board of education of the Choctaw Nation. The compensation of such representative of the Choctaw Nation shall be fixed by the Secretary of the Interior, and paid out of the revenues arising from the mining of coal and asphaltum in the Choctaw Nation, under Section 29, of the Act of June 28, 1898, (30 Stat. 495.)

2. Hereafter no person shall be eligible to appointment as superintendent or teacher in the schools of the Choctaw Nation who has not been examined by such board, and received a certificate as to his mental, moral, and other qualifications to teach.

3. No person shall be eligible to admission to the boarding schools of the Choctaw Nation who has not been selected by the regularly constituted authorities of the Choctaw Nation, acting under tribal laws.

4. The acts of said board shall become effective only when concurred in by both members thereof, and approved by the Superintendent of Schools in Indian Territory or the Secretary of the Interior.

5. The "Regulations Concerning Education in the Indian Territory," shall be in full force and effect in the Choctaw Nation, except insofar as they conflict herewith.

South McAlester, Ind. Ty., July 6th, 1901.

//  
Hon. John D. Benedict,  
Supt. Schools in Indian Territory,  
Muskogee, Ind. Ty.

Dear Sir:-

Your letter of the 5th inst., addressed to Mr. Cornish, in which you suggest the signature of Governor Dukes to the recent school agreement, and recommending that a clause be inserted authorizing the Secretary's approval of the Governor's appointment of a representative under said agreement, has been received. Mr. Cornish is out of town and will be absent for several days.

You are advised that copy of your letter has been duly referred to Governor Dukes with recommendation that he act upon your suggestions.

Very respectfully,

South McAlester, Indian Territory, July 14, 1901.

Hon. John D. Benedict,

12 Muskogee, Indian Territory.

Dear Sir:

I have been in the interior of the Chickasaw Nation for some ten days, and upon my return to the office today I find your letter of July 5, awaiting me.

I am informed that you were advised under date of July 6, by letter from the firm, of my absence from the office, and that the matter suggested in your letter had been referred to Governor Dukes.

Replying to that part of your letter in which you suggest that in your opinion the preliminary Choctaw school agreement should bear the signature of Governor Dukes, I have to advise you that Governor Dukes has already forwarded to the Secretary of the Interior, over his signature, a draft of such agreement. If you remember, it was suggested at the conference that it would be well for Governor Dukes to communicate with the Secretary of the Interior relative to the agreement, and urge its early approval, inasmuch as the time is short within which it may be carried into effect prior to the opening of the school work for the coming year.

Relative to the suggestion of Inspector Wright that the Honorable Secretary of the Interior would probably prefer to approve the appointment of Governor Dukes, of the Choctaw member of the Board,



you are advised that, up to this time, nothing has been heard from his relative thereto.

I regret, for obvious reasons, that I was unable to have a personal conference with Governor Dukes immediately upon receipt of your letter, but trust that the agreement may become effective either in its original or amended form, to the end, that the benefits for which we all hope may result.

Very truly yours,

Dictated.

Schors

Ch. Ten Tohau

# REPORT

OF THE

SUPERINTENDENT OF INDIAN SCHOOLS.

1904.

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.

1904.

# REPORT

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## REPORT OF SUPERINTENDENT OF INDIAN SCHOOLS.

OFFICE OF SUPERINTENDENT OF INDIAN SCHOOLS,  
*Washington, D. C., July 1, 1904.*

SIR: I have the honor to submit hereby the annual report of the Superintendent of Indian Schools for the fiscal year ended June 30, 1904, together with the proceedings of the Congress of Indian Educators at St. Louis, Mo., and of the institutes held at Standing Rock Agency, N. Dak., Rosebud Agency, S. Dak., and Fort Berthold Agency and Fort Totten, N. Dak., which will be found in the appendix.

The subjects taken up in this report are those most nearly concerned with the practical education of the Indian boy and girl, involving not only school training in the ordinary English branches, but also instruction in agriculture and the correlated industries, the preliminary work of which, in conformity with the practice of the best schools, we are attempting to have done in the classroom. The past year shows marked improvement in methods of instruction, both in literary and industrial departments. Gratifying advancement has been made in the methods of teaching English. Pupils now acquire a working knowledge of the language with greater facility and in a much shorter time than formerly. Special endeavor has been made to impress upon the superintendents and teachers the importance of studying the home life and individual character of the pupils, applying the knowledge gained in arousing their latent faculties and endeavoring to adapt the methods of instruction to meet their special needs.

It is gratifying to be able to report that the schools generally are making satisfactory progress, and that both teachers and pupils are taking increased interest in the work, especially in the industrial departments. The school attendance has increased and was quite regular during the year. The attendance at the various teachers' institutes, including the Congress of Indian Educators at St. Louis, was unusually large, evincing the growing interest taken in these meetings each year. Reports from returned students show that most of them are doing well, many cultivating their allotments, and others working at the various trades and occupations for which they have been fitted at the schools, and that they are also exercising an influence for good upon their relatives and neighbors at their homes. While in the field visiting the schools I noted that many of them have enlarged and more complete equipment; some have added to their farms, others have increased their facilities in various ways, and at all I saw evidences of progress and advancement.

In conformity with the regulations of the Department and in compliance with your instructions, schools have been visited and inspected in the following States: Arizona, Kansas, Montana, Oklahoma, Oregon,

Pennsylvania, South Dakota, Virginia, and Wisconsin, reports of which have been made to you during the year.

**Rice Station School, Talklai, Ariz.**—When I visited this school three years ago, shortly after it was established, these San Carlos Apache Indian children were fresh from the tepee and knew no English, and the first necessity was to give them a working knowledge of the language in order that they might make their wants known. Upon my recent visit I found that they had made remarkable progress, and that the system of teaching was one of the best I have observed. This is due to the fact that the instructors were compelled to adopt the method of "learning by doing" rather than those used in white or English-speaking schools.

This school is located in the midst of an arid desert, and the well-kept grounds, gardens and buildings are an object lesson to the old Apache Indians on the reservation who necessarily pass the school in going to and from the agency. The sanitary conditions are excellent and the health of the pupils good.

The farm of 50 acres was reclaimed after surmounting many difficulties, it being necessary to dig up the sage brush and thorn trees, and establish an irrigation system before the land could be cultivated. Alfalfa is the principal crop and is used in maintaining the farm stock. A large quantity of garden products were raised, although the school is located in an almost arid region, which shows what can be accomplished through industry and perseverance. The growing of the vegetables not only furnished the pupils elementary instruction in agriculture, but also gave variety to the meals, which were exceptionally well prepared.

This school of 200 full-blood Apache Indian children is remarkably well managed, and the superintendent deserves credit for his excellent work.

I also noticed great improvement in the old Indians, as well as the children. At one little house on the reservation I found a well that had been recently dug, and, upon inquiry, found that it was the work of a returned student, who came to the conclusion that it was more advisable to dig a well than to go a considerable distance to a small and uncertain stream to get water, as the old Indians are doing. This returned student also acts as interpreter and adviser to many of the old Indians.

**Haskell Institute, Lawrence, Kans.**—This school is located about 2 miles south of Lawrence, in a fertile farming region. The climate is salubrious and the health of the pupils good. The average attendance during the past year was nearly 800, being fully up to the capacity of the school. Additional buildings, recently erected, have materially added to the school equipment. The crops raised last year included wheat, oats, corn, hay, alfalfa, fruit, and vegetables. A competent farmer is in charge, and under his direction the pupils perform all the farm work, tend the garden, and care for the stock.

In addition to the literary course instruction is given in manual training and domestic arts. The cooking school is specially well managed, being the largest and best equipped in the service. A complete course is given in this most necessary branch of the work. In addition to the regular course in this department, each girl before graduation is required to prepare meals for a small family and be able to take complete charge of the work of a small household.

**Chilocco Agricultural School, Chilocco, Okla.**—This school has a farm of 8,640 acres, most of which is under cultivation. Agricultural teaching of an advanced character, covering stock raising, dairying, care and management of poultry, gardening, fruit raising, etc., is made the special feature of the school work. The aim is to give the Indian youth practical training that will fit him for cultivating his allotment intelligently and enable him to procure from it a living for his family. Large quantities of farm products are raised annually. An extensive orchard is maintained which produces good crops of peaches, apples, cherries, etc. The boys are instructed in horticulture, including nursery work—budding, grafting, etc.—and the Indian schools in the vicinity (Oklahoma and Kansas) are supplied from the nursery with fruit trees and grapevines. Large gardens are cultivated and the yield of vegetables is surprisingly great. Surplus fruit and vegetables were canned during the season. Careful attention is given to poultry raising and breeding. The dairy herd has been increased and improved methods of butter making adopted. The girls are taught to milk, care for the milk and cream, and make butter and cheese. The manual-training work is designed to teach the trades most likely to prove useful to the farmer.

This school has the largest farm and the best agricultural equipment of any school in the service. The improvements made have been numerous and varied. Large tracts of prairie land have been converted into flourishing fields of corn and wheat. While having everything necessary to the conduct of farming operations on a large scale, efforts are made to have the instruction brought down to a practical basis and fitted to the needs of the individual pupil, being aimed to place him in a position to be capable of intelligently and successfully working his allotment. The class-room work and the field work are correlated, being so merged as to give a thoroughly practical training, making the boy an all-round farmer. In addition to the practical lessons during the day they have the benefit of the best kind of evening instruction, each of the employees in charge of particular lines of work giving lectures periodically on industrial topics.

The superintendent is working hard to make this a great agricultural school, and has the cooperation and assistance of an active, energetic, and loyal corps of employees.

**Carlisle School, Carlisle, Pa.**—This is the oldest and largest school in the service and is admirably situated for conducting the outing system, being located in the heart of a prosperous farming section. A large number of the pupils this year, as heretofore, were placed with families, where they attended local schools and received the civilizing influence of well-conducted homes. When not attending school they received pay for their services. Their earnings during the year, most of which were saved, amounted to about \$30,000. This school is well equipped for industrial training, and the instruction given in the various mechanical trades has produced good results. The buildings are in good repair and the sanitary conditions excellent. The menu served consists of wholesome food, well prepared, and is as varied as the Government ration, supplemented by the products of the garden and farm, will permit. Many of the pupils are children of former students, who, profiting by their education acquired at this noted school, are specially desirous of having their children receive the same careful instruction. This school has been in operation

since 1879, and during this period 3,923 young Indians have passed out of it. The present enrollment is 1,037, making a total of 4,960 who have enjoyed the privileges of the Carlisle School for a longer or shorter time. Of this number 416 are graduates.

**Hampton Institute, Hampton, Va.**—The Hampton Institute is one of the best-equipped manual-training schools in the United States and has a corps of able and efficient instructors. The trade school is a special feature of this institution and the Indian boys who desire to become proficient in any one or more of the 18 trades taught are given every opportunity. They also have exceptional advantages afforded them for acquiring a practical knowledge of gardening, farming, dairying, poultry raising, etc. The girls receive thorough instruction in sewing, cooking, washing and ironing, and general housework, and before graduating are required to be able to perform all the duties of a good housekeeper. The work in domestic economy is especially fine at this school. There are also special classes in lace making and pottery for the Indian girls. In addition, they receive instruction in agriculture in the class room and are required to perform the actual work of tending the garden under the direct supervision of the class-room teacher.

The academic department offers pupils every facility for acquiring a good English education, the work being correlated with the industrial training. Pupils who devote the entire day to industrial work attend the evening sessions in the academic department.

It is the aim of this institution to fit for special work among their people those Indians who have received elementary training in the western schools, and before being admitted applicants are required to pass an examination showing that they have received the necessary preliminary training.

The record kept of returned students is the most complete in the service, and shows that 146 are rated excellent, 336 good, 152 fair, 42 poor, and 8 bad. Hampton students are scattered throughout the country, demonstrating in various ways what a practical education like that received at this school will do toward enabling the Indian to become self-supporting.

**Tomah School, Tomah, Wis.**—This school is recruited largely from the Chippewas and from the Winnebagos of central Wisconsin. A few years ago these Winnebagos did not send their children to any school, but nearly all of their children are now attending school, either at Tomah or at Wittenberg. The old prejudice against education has largely disappeared. The Winnebagos have made good progress of recent years in the adoption of civilized ways of living and are able to support themselves without assistance from the Government. The school has a good farm, with a fine silo and barn. A dairy building is in course of construction. The school herd contains a number of good cows, and they intend to make a specialty of dairying and agriculture. The buildings are all in good repair, and the general condition of the school excellent. The literary work is unusually good, and the industrial work is also satisfactory. The girls' dormitory should be enlarged to accommodate more pupils, so that the number of boys and girls could be more evenly divided. An employees' building would be an excellent addition, and more land can be used to advantage, if the superintendent's ideas in regard to dairying are to be carried out. There never has been any difficulty in filling the school,

and the superintendent is anxious to raise the capacity to 300, so that more facilities can be provided for industrial education.

#### FIRST STEPS IN INDIAN EDUCATION.

Teaching the young Indian child to speak English is essentially the first step in his training, and special attention has been directed to giving him a working knowledge of the language in the shortest possible time. From careful observation we have found that this can best be accomplished by teaching objectively, and teachers have been urged to adopt the method best suited to the peculiar characteristics of the individual. With this end in view, we have embodied in a circular the methods used at several schools which have produced remarkably good results. The circular concludes as follows:

All teachers who have to do with teaching English to the young Indian entering school are requested to teach objectively, using methods which have accomplished gratifying results.

One of the most successful teachers of English in the service briefly describes the method used in his school, as follows:

We have found a well-constructed sand table a most successful means of teaching the Indian child to speak English. The table is decorated with familiar surroundings and objects with which the pupils come in daily contact—fences are represented with sticks, trees by twigs, buildings and bridges by little blocks of wood, and roads, creeks, hills, ravines, irrigating ditches, etc., are laid out on the sand. We have also found that three times the amount of drill may be secured by having one or two of the more advanced pupils act as teacher at the sand table, and at the same time instruction to older pupils can be given in another part of the room. The young pupils respond more readily and have less timidity in following the pupil teacher, who has been properly instructed in drilling the class. The children are made familiar with one of the objects by having the pupil teacher point it out and pronounce the name in English. This is continued until they become familiar with all the objects represented. Constant drilling will be necessary in order that the child may overcome the difficulties of pronouncing the English words, and the work will be greatly enhanced if the method is varied to suit the needs of the particular class.

The success of this teacher's plan is shown by the fact that his pupils can speak more and better English in three months than many pupils we have observed in other schools can in a year. We have found that one of the greatest difficulties in instructing beginners is that the teachers do not have sufficient drill work; that they do not understand that the Indian child does not comprehend what he is being taught, and in many cases is simply repeating from memory. Teachers of long experience state that instructors, as a rule, are too anxious to "turn over pages of the chart."

The following description of the method of another successful teacher of English is also given:

Plan the lesson. Select a limited number of visible objects and place them in a row upon a table. Take objects that the Indian must see and handle every day. Let there be, if possible, some point in which all the objects bear a resemblance to one another. In one lesson every object is a pair of something—a pair of boots, shoes, gloves, etc. Represent each of these pairs of objects by a plainly written English word on the blackboard. Cause the children to stand in a row in plain view of both the objects on the table and the words on the board. Place another class of older pupils at the board prepared, with crayon in hand, to write. Have pupil No. 1 take an object and say: "This is a pair of shoes—one, two." Do the same with each of the others in the class. They will then know that what they are holding is a pair of shoes, and that it takes two to make a pair. Follow with other objects, and then select from the objects at random, and see if the pupils will call them by their right names. When they have learned to do this, call



their attention to the same objects named in writing on the board. When the pupil goes to his seat he copies on his slate each word on the board and draws a small picture of the object corresponding to the word.

Teachers have been shown by circulars and personal talks the great importance of studying the Indian character, and that all efforts for the education of the Indian child must be guided by this knowledge. They have been instructed to get in closer touch with their pupils and learn the mental and physical peculiarities of each individual and endeavor to overcome the natural shyness and timidity of the child upon entering school, to make him feel at home in his new surroundings and to win his confidence. The importance has been urged upon them of acquainting themselves with the details of the child's life previous to entering school, using home as the basis of all work; finding out his previous interests, the extent of his information, the character of his home influence; using the knowledge thus acquired as a basis for intelligent development of his latent mental capacity and as a guide in unfolding his senses and quickening his perceptions. They have also been cautioned to bear in mind the difference in heredity and early home education between white and Indian children, and to remember that methods of teaching suited to the former must be materially modified in instructing the latter.

Endeavor has been made to adopt more practical methods and have the teachers require more oral work in recitations. They are also encouraged to attempt to awake more responsiveness in the child and to strengthen the moral fiber, which should be the first consideration. Studying the child and suiting the training to fit each case has proved beneficial to both teacher and pupil, and has given the former increased interest in the work and the latter greater confidence and self-reliance. The improvement effected has been marked, especially in the facility and rapidity with which the Indian children are learning English.

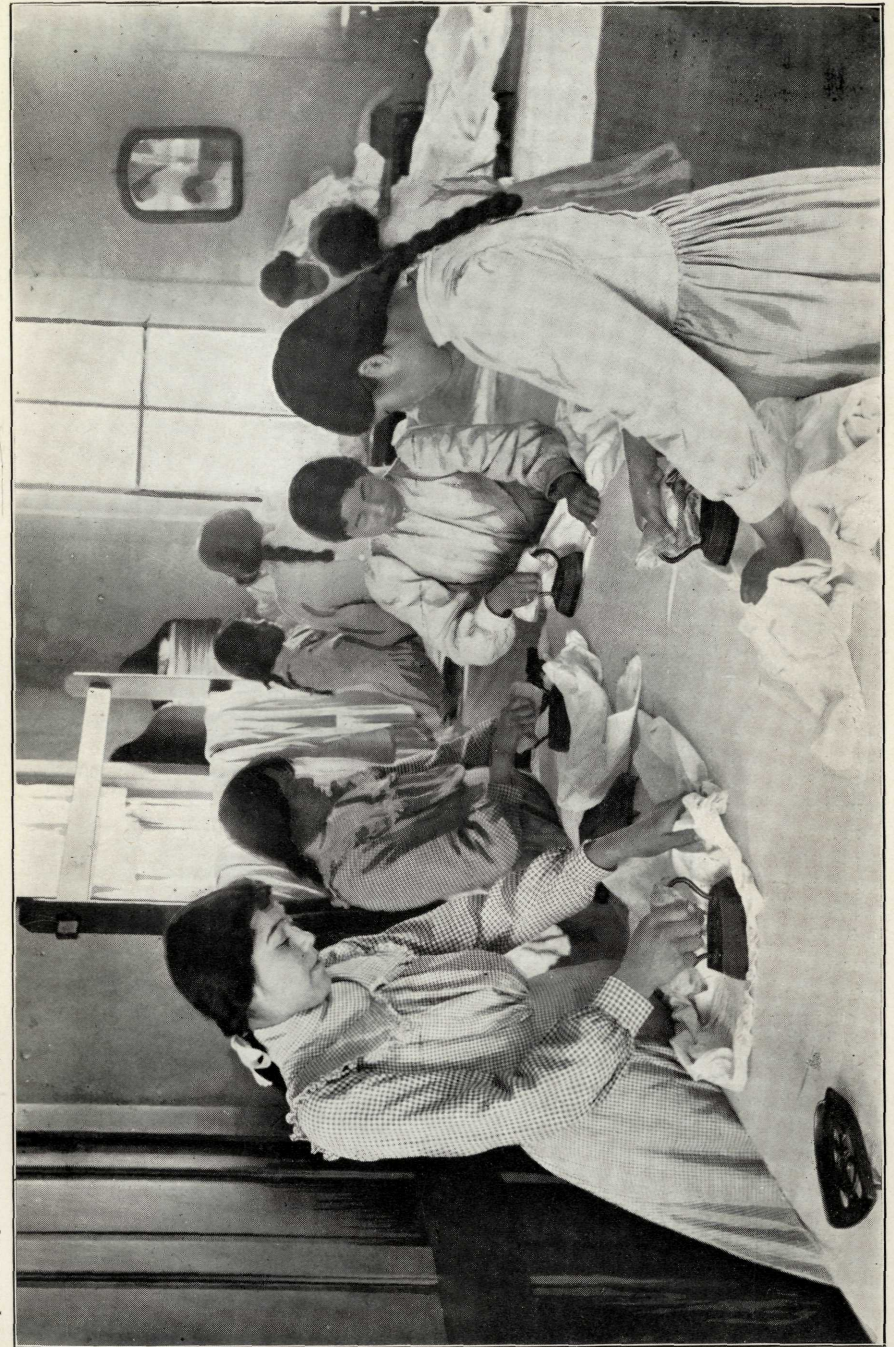
The love of home and the warm reciprocal affection existing between parents and children are among the strongest characteristics of the Indian nature. It is not strange, therefore, that when a pupil gets back to his people he should be anxious to please them and that the impulse to return to the old life and live as they do should be strong upon him. Greater efforts are being made to guard against this by training them in habits of self-control and self-dependence, and to live up to the standards set and the instruction imparted at school, so that as returned students they may become industrious, self-supporting men and women, with the strength to withstand the down pull of reservation life and the ability to uplift the old Indian.

#### INDIAN DAY SCHOOLS.

The day schools generally have continued their record of good work during the past year, and in methods and results noticeable improvements have been made. To the day school the Indian child comes fresh from the tepee and finds himself at once amid new and strange surroundings; but a good teacher, by tact, can soon overcome his diffidence and make him a willing and receptive pupil.

As you are aware, the civilizing and elevating influence of these schools upon the older Indians is a most important part of their usefulness. Each year this influence becomes more apparent. On every reservation where one or more day schools are located the good effects

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CLASS IN LAUNDRY, SANTA FE INDIAN SCHOOL, NEW MEXICO.

upon the older Indians can be plainly seen. These Indians are becoming more enlightened and conforming more rapidly to the habits of civilized life than those who are far removed from the influence of the schools. The child on going to his home at night carries with him, consciously or unconsciously, the civilizing atmosphere of the school.

The lessons of cleanliness and neatness, especially, are not lost. On a recent visit in Arizona among one of the most backward tribes I noticed a little Indian girl, when the old people were eating their dinner upon the ground, leave her mother's side and go back of the tepee, where she found a keg, upon which she placed a board and carefully laid over it an old piece of sacking, and on this improvised table she placed her tin can of soup. Following up the history of this child I found that for a few months the previous year she had attended a little day school, where a warm, substantial midday meal was served upon a table, and unconsciously she was introducing into the camp of her parents the methods of eating from a table and upon a cloth.

We have been constantly urging day-school teachers and housekeepers to follow the instructions of the Indian Office and to make it a part of their duties to visit regularly the homes of their pupils and instruct the parents in proper modes of living, in keeping their huts or tepees neat and habitable, how to prepare and cook their food, etc. At the Pine Ridge Agency the day-school teachers made 2,000 such visits last year and the housekeepers 1,000. Records of the results of these visits are kept and semiannual reports made. One of these reports recently made states that in visiting 14 families it was found that all but 1 kept their houses clean and took an interest in the cleanliness of their children, all slept on beds, 5 kept cows, and 3 had chickens. All took an interest in the school and desired to have their children attend. In 5 cases the parents paid visits to the school. Eleven planted gardens with good success. Five of the Indians raised hay, one harvesting 25 tons. All had sufficient food and clothing, and with one or two exceptions used their money judiciously. Too much can not be said in praise of the work being done by the day schools on the Pine Ridge Reservation.

We have endeavored during the past year to induce the day-school teachers and housekeepers to carry out the instructions of the Office and provide a good meal at midday, and have severely condemned the practice at some of the schools of serving cold luncheons. The Government ration at a number of the schools is supplemented by vegetables from the school garden, and the preparation and serving of the meal furnish opportunity for the good housekeeper to instruct the girls in cooking, how to set the table, wash dishes, etc.

The day school serves the purpose of a preparatory school for the more advanced reservation boarding schools. The day-school inspectors have been urged to see that the courses of study are arranged with this end in view, and the ambition for further and more complete education is instilled into the minds of the pupils.

We are glad to report that on a recent visit to a number of day schools we found that the instructions in regard to bathing were being carried out on some of the reservations, but regret, however, to state that on others very little attention was paid to this important matter.

Day schools are being encouraged to establish gardens and, where this has already been done, to enlarge them and cultivate as large crops of vegetables and small fruits as possible, with the double object of

varying and extending the noonday menu and providing elementary agricultural training for the pupils. In this connection a circular, of which the following is an extract, was sent to superintendents in charge of day schools and to day-school inspectors:

You are requested to see that all day schools under your supervision endeavor to conduct gardens, even where teachers and pupils must go a considerable distance to find a suitable place. Where irrigation is necessary and the water supply is limited, it is better to have one or more window boxes than to make no attempt at all at gardening. Wherever conditions will permit, sufficient vegetables should be raised to supplement and give variety to the daily bill of fare. The children at each day school should, if possible, have a warm meal at midday. The kind and quantity of vegetables raised at each school should be reported to the Office.

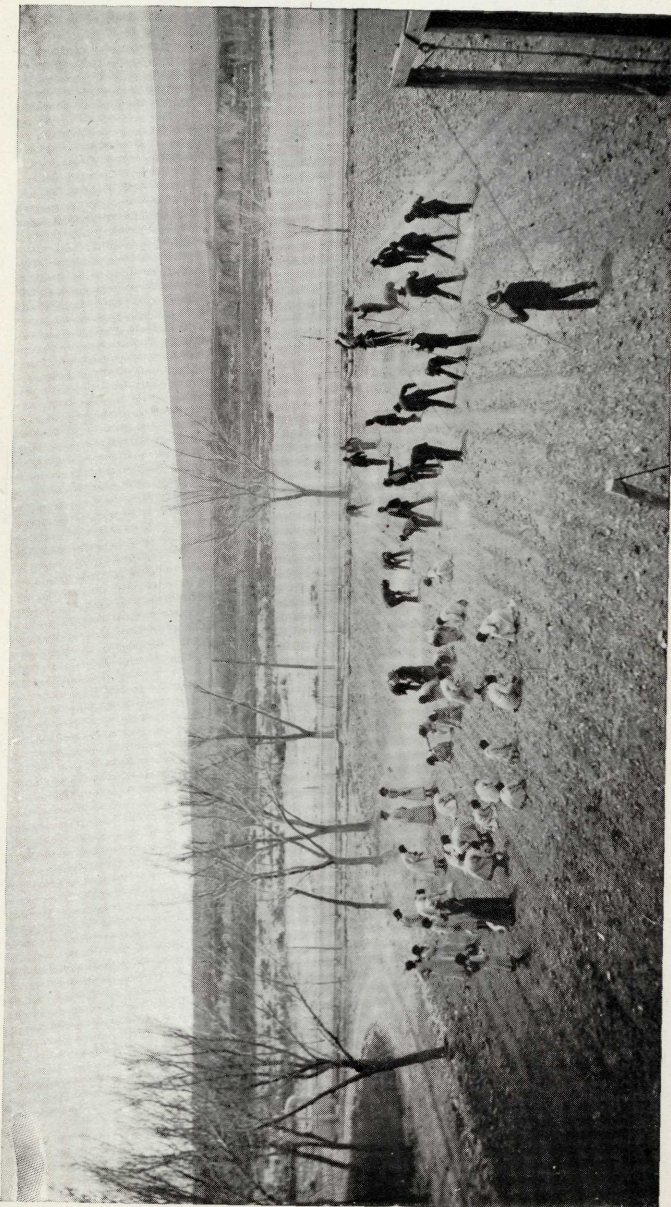
A spirit of emulation between the schools has been encouraged, and the good results have been apparent. At Pine Ridge, S. Dak., the day-school inspector arranged a fair, more especially to show what the school gardens had accomplished. From each school was brought a small quantity of the various kinds of vegetables raised. The friendly rivalry thus created spurred the schools on to greater efforts. He also devised the plan of arousing interest and assisting the teachers by having three or four schools assembled at some central point, bringing with them cooked provisions for the noonday meal, and during school hours having each instructor give a practical explanation of the methods he had found most useful in teaching English, agriculture, and other subjects.

The day-school system has reached its best development on the Pine Ridge and Rosebud reservations. All the schools at Pine Ridge are doing remarkably good work under the general charge of Inspector J. J. Duncan, who spares no effort to have his teachers introduce the most practical methods of instruction, and has brought these schools up to a high degree of excellence. At one of these schools the teacher, Thomas J. Jackson, adopted a practical method of making his pupils familiar with simple business transactions, which he briefly describes as follows:

A system of debits and credits was inaugurated and made a working part of the school—e. g., at the industrial period the boys are paid by the hour for their services in behalf of the school. At the end of each week the credits are entered in a book opposite each name by the storekeeper (a big boy or girl who serves a month, meanwhile becoming thoroughly acquainted with the simple system of bookkeeping employed). When sufficient sums have been placed to a boy's credit he is allowed to buy what he needs in the way of clothing, etc. It has been found that in the course of a year each boy who is large enough to work will pay in full for the things he receives. Thus he feels the manly pride of having earned his way. In short, he has measured the values by honest labor.

This method is considered an excellent one and should produce practical results in giving the children a knowledge of business methods that will be of great value to them in taking up the responsibilities of self-support, and, with your approval, we have recommended that where practicable this system be inaugurated in other day schools.

Day-school instruction is the initial and most important element in the education of the Indian. These schools stand in the same relation to the Indian children as the rural common schools do to the white children, and it is recommended that they be established within easy distance of every Indian settlement. This would meet the objection frequently made by Indian parents to their children being sent to a distant boarding school.



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SCHOOL GARDENS, GRAND JUNCTION INDIAN SCHOOL, COLORADO.

## AGRICULTURAL INSTRUCTION IN SCHOOLS.

Continuing our previous policy, we are endeavoring to give agriculture the foremost place in Indian school work, and special efforts have been put forth during the year to secure from the instruction the best possible results. It is our aim to see that this instruction shall be eminently practical, having in view the ultimate purpose of equipping the pupils with a good working knowledge of how to conduct a farm successfully. Teachers in the Indian schools have been directed to follow the practice of many of our best public schools which have adopted the plan of having the children, immediately upon their entrance at school, begin the study of seeds, the teachers explaining the different varieties and illustrating the processes of germination. We are also endeavoring to have children, under the direct supervision of the class-room teacher, do the actual work of laying out the garden, preparing the soil, planting, tending the growing plants, and harvesting the crop. To this end, supplementing personal directions to teachers, circulars have been sent to the field, from which the following are extracts:

Teachers will find garden work one of the best methods in developing English in backward pupils, as the child when working with his hands unconsciously overcomes timidity and naturally endeavors to imitate all that he sees done. His intellect is kindled, curiosity excited, and his mental faculties are thus aroused. Teachers should follow carefully the instructions laid down in the Course of Study in agriculture, nature study, and gardening, and correlate these branches with number work (farm accounts), reading, language, and geography.

The work in nature study as laid down in the Course of Study should be prosecuted vigorously.

The time is at hand to study the germination of seeds, make hotbeds, forcing beds, start plants in boxes to be transplanted in the individual gardens, and to make plans for later work out of doors.

Select some of the most common garden seeds, as the bean, corn, pea, etc., and plant on cotton in water or in earth in small boxes, and use them as subjects and illustrations from which to teach germination of seeds.

Have boxes prepared in which to plant tomato, cauliflower, cabbage, and other seeds, so as to have an abundance of plants well grown for transplanting in the garden as soon as the frost is out of the ground. Have the pupils procure and prepare the earth for them under the direction of the teacher, plant the seeds, and care for the young plants.

Hotbeds or cold frames should be provided, the children doing as much of the work as they are able.

The next work will be in the outdoor garden. Preparations may begin before the time for actual planting. Select and mark off the plot of ground to be assigned for the children's gardens, and subdivide into small plots for the individual gardens, as directed in the Course of Study.

Plant practical things, chiefly vegetables used on the table, with a few flowers if desired. Let the children plant the seeds and care for the beds. Above all else, endeavor to instil into each pupil a pride in his garden and a feeling of ownership—that it belongs to him individually.

In the gardens a rotation of crops should be practiced, and the crops selected for this purpose should be such as will give the best yield and command the highest price in the locality. Commence as early in the season as possible, and if a first crop should fail, reseed.

During the past year our efforts to have agriculture taught more extensively in the class room have been productive of good results. At Chilocco, for instance, class-room teachers instruct the pupils in the processes of nature from the germination of the seed until the plant is matured. The instruction is so arranged as to correlate with the field work, which materially aids the farmer in teaching pupils the practical side of agriculture. It is our constant aim to have the farmer

give the boys a thorough knowledge of all the processes of farming, from the breaking of the ground to the storing and marketing of the crop, by having them perform the actual work. In the Course of Study detailed instructions are given regarding each operation necessary to successful farming, and the care of the implements and machinery used in farm work, and during personal visits and by letters and circulars we have endeavored to impress upon superintendents and teachers the importance of this subject, and to see that the instruction given the boys is of the most practical character, and also that they are encouraged to enjoy the work, and not look upon it as a drudgery. At Haskell, for instance, the children were carefully instructed in the cultivation of strawberries, and under proper supervision were allowed to gather the fruit and enjoy strawberry suppers.

In accordance with your views we have tried to bring more strongly to the notice of superintendents and teachers the importance of teaching farming and stock raising, as the following extract from a circular sent to schools will show:

The Indian pupils need careful agricultural training, and the class-room teacher, by her daily help, will lay the foundation for intelligent work with the farmer. \* \* \* To this end the class-room teacher must be in touch with the work of the farmer, and with his advice and direction the greatest strength of the school force should be brought to bear upon raising crops best suited to the soil, climate, and general conditions. \* \* \* If his home is in a region where nothing can be raised without irrigation, the boy must be carefully trained in the manner of operating and where possible in constructing irrigating ditches. \* \* \* If stock raising can be more successfully conducted than farming, the training that the boy receives should be along this line.

We have supplemented these instructions by personal talks with superintendents and teachers and by correspondence, always endeavoring to get them to make their methods practical and fitted to the needs of the pupils.

In localities where stock raising is the principal industry teachers have been urged to give special attention to this subject, and after instruction in the class room to take the pupils to the pasture, there giving, in connection with the farmer or dairyman, practical instruction in the management and care of stock, including raising of calves and the distinguishing characteristics of different breeds of cattle—those best for beef and those best for the dairy.

During the past four years we have urged superintendents and industrial teachers to do better and more extensive work in the dairy, and we are glad to report that some of the schools are carrying out these instructions. We have also urged matrons and housekeepers to have the girls as well as the boys learn to milk, and to have the girls especially taught the care of the milk, to make good butter and cheese, and to keep all utensils of the dairy in proper condition. The dairy department at the Haskell Institute has been very successful during the past year.

Our constant aim is to enable the pupils to obtain practical results by using practical and simple means, at the same time giving them sufficient acquaintance with the principles of agriculture to enable them to understand the reason for the various farming operations, this being subordinated and made merely accessory to teaching the actual work of the farm in all its details.

The success of the school gardens has been exceedingly gratifying this

year. More schools have established them, and, where sufficient land has been available, existing ones have been extended. The system of having individual garden plots for each pupil has been productive of excellent results, and has infused into the pupils a spirit of emulation and friendly rivalry which has led them to put forth their best efforts. The Cheyenne Boarding School, on the Cheyenne and Arapaho Reservation, deserves special mention for the efforts made to cultivate good gardens.

The establishment of gardens serves the dual purpose of enabling all the pupils to acquire practical knowledge of gardening and providing fruit and vegetables for the school table. The Pine Ridge day schools are good examples of the progress being made. This year, under the direction of the energetic day-school inspector, they put forth special efforts and have had remarkable success. Each of the 29 schools had a good garden and the yield of vegetables, both in quality and quantity, was phenomenal. These supplied a very desirable addition to the midday meals, and the raising of them was equally valuable in furnishing instruction for the pupils. The girls as well as the boys are instructed in gardening. The average farmer's wife usually has to superintend, if not do a great deal of the work, and it is important that the Indian girls should be taught how to do it. On several reservations where the day schools cultivated good gardens the pupils were allowed to take home a quantity of vegetables and the girls were encouraged to cook them for their parents. The old Indians have practically lived on a meat diet, but through the influence of the schools are gradually forming a taste for vegetables. This enables them to have a more varied diet, which is having a good effect upon their health. In a few instances we have observed small gardens near the camps or tepees, this being the direct outcome of the instruction the children receive in gardening at school.

The efforts of the Office have been devoted specially during the year to quickening the interest of both teachers and pupils in agricultural work. In all instruction the ultimate object is constantly kept in view—to give the pupil practical training in the art of farming, which will enable him on taking up his allotment to wrest from it a comfortable living for himself and his family. The work of the schools during the year in this branch of Indian education has shown material progress.

A few examples are cited to illustrate the good results that have followed the agricultural instruction in many schools.

The Chilocco Agricultural School, Oklahoma, raised last year 800 bushels of potatoes, 5,785 pounds of cabbage, 700 tons of hay, 1,550 bushels of oats, 5,550 bushels of wheat, and proportionately large quantities of other agricultural products.

At the small boarding school at Vermilion Lake, Minn., where the season is extremely short, the frost being out of the ground hardly three months in the year, the pupils raised last year about 100 bushels of potatoes, and also a quantity of garden vegetables.

At the Rice Station Boarding School, Arizona, a large amount of garden products were raised by the 200 full-blood Apaches, notwithstanding that this school is located in an almost arid region, which shows what can be accomplished through industry and perseverance.

The following table shows the amount of agricultural products grown at this school and the industrial work of the girls:

*Agricultural products.*

Milk .....	gallons..	1,665
Butter .....	pounds..	557
Pumpkins .....	do.....	20,000
Watermelons .....	do.....	20,000
Onions .....	do.....	2,000
Cabbages .....	do.....	1,000
Lettuce .....	do.....	1,000
Peas .....	do.....	800
Radishes .....	do.....	2,000
Hay .....	tons..	60

*Made by girl pupils.*

Dresses .....		469
Aprons .....		180
Pillowcases .....		212
Sheets .....		358
Suits (union).....		138
Tablecloths .....		134
Towels .....		768
Waists .....		212
Skirts .....		252
Overalls .....	pairs..	68

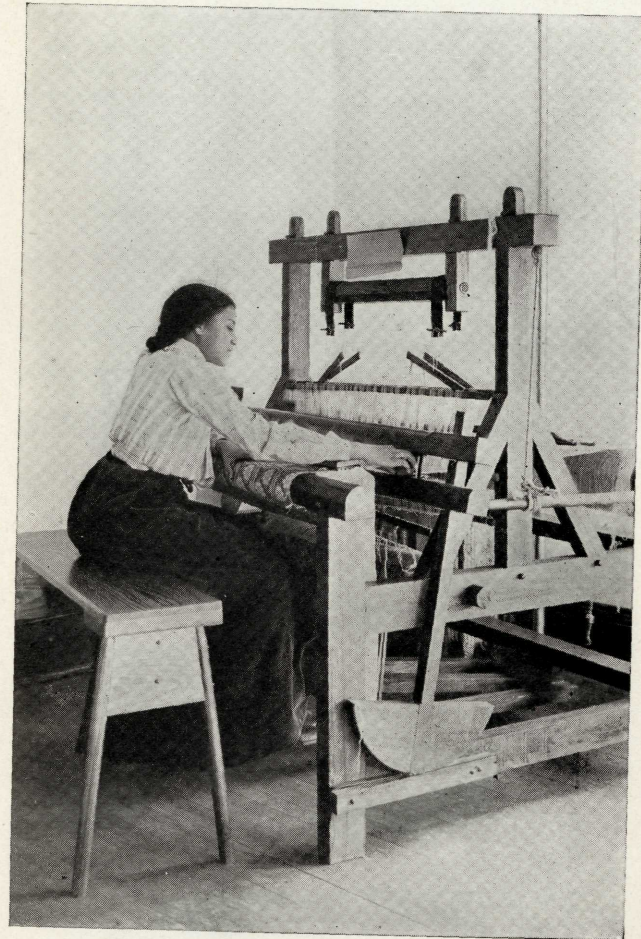
INDUSTRIAL TRAINING.

We have endeavored during the past year to extend the policy of giving to industrial training the foremost place in Indian education. It has been our constant aim while visiting schools to impress upon superintendents and teachers the importance of having all instruction of a thoroughly practical character. This instruction, as outlined in the Course of Study and further explained in circulars sent out from time to time, is so arranged that the carpentry, sewing, cooking, etc., is correlated with the instruction given in the class room. The majority of schools are not attempting to give the Indian boys complete training in any one trade with the expectation of fitting them to compete with white artisans, except in cases where they show special aptitude for some particular trade and indicate a desire to become proficient.

In illustration of the practical work accomplished, it may be noted that at Mescalero, N. Mex., last year, the boys sawed over 70,000 feet of lumber and 40,000 shingles and made upward of 120,000 brick. The interior finishing of the Indian building at the World's Fair was done by the boys from the Indian schools. Bath houses have been erected at 28 of the day schools on the Pine Ridge Reservation, S. Dak., for the use of the pupils, a great deal of the work being performed by the boys. The one erected at day school No. 5 was built entirely by the teacher and his boys.

It is gratifying to be able to report that the teachers at many schools have taken up in earnest the work of industrial training as outlined in the Course of Study, and that good results have been accomplished. As a result of the industrial instruction given the girls it is hoped that in the future they will be able to fit up their homes with many little conveniences which may suggest themselves, and which their familiarity with simple tools will enable them to make at small cost. For

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RUG AND CARPET WEAVING, HAMPTON INSTITUTE, VIRGINIA.

(Courtesy of Southern Workman.)

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MATTRESS MAKING, HAMPTON INSTITUTE, VIRGINIA.  
(Courtesy of Southern Workman.)

example, the converting of a packing box into a washstand, cupboard, etc.; also the making of mattresses, using straw or the dry grass growing in many regions for the filling.

The mission schools are also doing excellent work in the industrial field. For many years the St. Francis School, located on the Rosebud Reservation, S. Dak., under the charge of Father Digman, has been doing remarkably good work, and the past year the results along agricultural lines were phenomenal. The Holy Rosary School, on the Pine Ridge Reservation, S. Dak, is well conducted, and good results have been secured from the agricultural work. The St. Xavier School, on the Crow Reservation, Mont., is doing most excellent work along industrial lines, and the Catholic fathers in charge have directed their efforts to teaching the old Indians irrigation. Industrial work is made a special feature in many other schools conducted under the auspices of the various churches and missionary societies, and they deserve great credit for their noble work among the Indians.

Superintendents and teachers have been constantly urged to pay more attention to teaching cooking and to see that the girls are thoroughly instructed in this important branch of their school course. The cooking department of the Haskell Institute has been established for several years, and the results during the past year have been extremely gratifying. The girls receive thorough practical instruction and are well equipped to become good housekeepers. Superintendents have been requested not to wait for Congress to make appropriations for the erection of domestic-science buildings, but to begin the teaching of cooking in one corner of the school kitchen by providing an ordinary cooking stove, remembering the old maxim, "Where there's a will there's a way." At Pine Ridge the teacher employed as general cook has the interest of the children so thoroughly at heart that she devotes a half day on Saturday to teaching the girls family cooking.

During the past year many letters have been written to superintendents requesting them to extend the teaching of industries, as the following extracts will indicate:

It is the desire of the Office that all Indian girls be taught practical housework, and you are requested to see that this most necessary branch of their education is carried out at your school. If possible, you should secure the services of a competent cook, who can teach a large detail of girls family cooking.

\* \* \* \* \*

Rug and carpet weaving has been taught successfully at Hampton and other large schools, the looms used being made by the pupils. I would suggest that you have a loom made in your carpenter shop, and that your pupils be taught weaving. The determination to teach practically, to use simple but effective methods, and to make the most of the facilities at hand will do much more toward making a school successful than the use of complex systems and expensive machinery. Your wide experience with Indians must have convinced you that it is not the scientific but the practical part which should be emphasized with them. The ability to use his hands, and not to be dependent upon mechanical appliances, is what the Indian now needs.

Superintendents have been advised to emphasize the industrial side in their school curriculum, especially fitting the instruction to the needs of their respective localities. The practical lessons given, coupled with the actual work done at the various trades, will necessarily prove valuable to the young Indian in his future efforts to gain a livelihood.



## INDIAN STUDENTS WHO ARE HELPING THEMSELVES.

At most of the large schools the career of the pupils after leaving school is watched with interest, and reports are received from time to time. These show in general that the returned student is endeavoring to overcome his environment and to prove himself worthy of the education he has received. The instances of useful and successful lives led by Indians who have had the advantages of school training are numerous, many being successful and even expert mechanics—carpenters, housebuilders, blacksmiths, shoemakers, etc.

The following is an extract from a report of the superintendent of the Carlisle Indian School, Pennsylvania:

With the large number to be kept track of I can give no accurate or detailed information, nor even give a fair estimate of the number of graduates and nongraduates employed in the different pursuits of the country, but they are to be found in every capacity, as teachers, clerks, trained nurses, housekeepers, dressmakers, farmers and stockraisers, two as inspectors of cars on the railroads, some as section bosses and hands in railroad repair shops and other mechanical establishments, and as enlisted men in the Army and Navy. One is in the real estate business in Oklahoma, and is vice-president of a bank there. Another is bookkeeper in one of the large banks of Pittsburg, Pa. Quite a number are living on their allotments. There were 100 of our graduates and nongraduates engaged in the Indian school service in 1902, filling positions as teacher, clerk, farmer, blacksmith, etc.

The superintendent of the Oneida School, Wisconsin, reports that the majority of the students from this school are doing well, and that quite a number of them are engaged in farming. Out of 102 reported on from the Santa Fe School, New Mexico, 17 are rated excellent, 40 good, 31 fair, and 14 poor, showing that at least 85 per cent of the returned students from this school are doing fairly well. It was found here that the children of returned students were better cared for, their houses neater and more abundantly supplied with light and air, and that they have more personal tidiness.

The career of Thomas W. Alford as teacher, surveyor, farmer, and departmental clerk has had an important influence for good upon the Shawnee Indians of Oklahoma. He was graduated from Hampton a number of years ago, and his son, also a graduate of this institution, took a post-graduate course in agriculture this year. The mayor of Pender, Nebr., is Thomas L. Sloan, a Hampton graduate, who is a lawyer of prominence, having recently been admitted to practice before the Supreme Court of the United States.

The Big Horn Irrigating Canal, on the Crow Reservation, Mont., has been built by Indian labor. This work has been specially beneficial to the Crow Indians; it has furnished them remunerative labor; has taught them how to work, and has also shown them the necessity of having better horses. The Moquis at Keams Canyon, Ariz., are all industrious. Their earnings last year amounted to over \$8,000. A number of the young Indians have been encouraged to start little stores, and have been very successful. There are seven such stores now on the reservation. In New Mexico 42 young men from the Indian school at Santa Fe worked last year on the Santa Fe Central Railway. The Mescalero Apaches clipped last year 15,500 pounds of wool from their own flocks, which brought them 13 cents per pound. The 2,000 Indians on the Oneida Reservation are all practically self-supporting. The Indians of the Northwest and the Pacific coast support themselves by working in the canning factories and in the hop fields. These are

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A PRIMITIVE INDIAN HOME.



HOME OF A RETURNED STUDENT.

merely a few instances taken at random from different sections to show that Indians all over the country are beginning to help themselves and are becoming industrious, self-supporting citizens. This is a gratifying tribute to the efforts of those who are trying to lift them to self-maintenance.

The returned students, as a whole, are giving good accounts of themselves. There are, of course, exceptions reported, but most of these cases are due to the tenaciousness with which the old people of the tribe adhere to their own customs and habits and the effect of the example thus set. The influences for good, however, predominate, and as tribal relations are broken up the down-pulling tendency of tribal life and traditions will lose its force.

The recommendation made in previous reports that an employment clerk should be stationed at some of the large agencies to assist and encourage returned students in obtaining employment is once more respectfully brought to your attention. From various causes the cultivating of their allotments is not always practicable, and many of them, while willing to work, do not know where to look or to whom to apply. The employment clerk could be informed in advance by school superintendents of the return of students to their homes and thus be able to place himself in communication with them. He could learn their home conditions and their qualifications for particular lines of work. He could also keep in touch with those most likely to need Indian labor, trained or otherwise, and, in short, make himself a medium of exchange between employers and those seeking employment. It is believed great good could be accomplished by energetic and capable men in such positions, and many young Indians be given the opportunity of earning their own living and applying practically the instruction received at the schools.

#### TRANSFER OF PUPILS.

The past year shows marked improvement in the method of transfer of pupils from one school to another. Owing to the peculiar conditions attending Indian school work, including the varying ages of pupils at the same stages of educational development, and the difficulties encountered in some cases in securing the consent of parents to sending their children to a distance for a term of years, the problem of systematically promoting or transferring Indian pupils is not an easy one.

It is the aim of the Office to make the school system as a whole harmonious and interdependent. The Course of Study, issued some four years ago, was specially intended as a guide in this work. During the past year the Hampton Normal and Agricultural School, which should be looked upon as the Harvard or Yale of the red man, has caused to be prepared and sent to the field a series of examination questions to test the fitness of applicants for entrance to this most excellent institution. Therefore while they had an appropriation for 120 pupils they have only been able to obtain 96 this session who cared to or were fitted to take advantage of the opportunities offered them.

By correspondence and personal instruction we have urged agents and superintendents to have the children enter the day schools immediately upon reaching school age and to allow them to remain there at

least three years, or longer if deemed necessary or advisable in exceptional cases, not, however, to exceed five years. Then they should go to the nearest reservation boarding school, and from this school, when sufficiently advanced and the consent of the parents has been obtained, be transferred to the nearest nonreservation training school. For many years it has not been possible to carry out this system of transfers and promotions as successfully as one could desire. Agents and superintendents in many cases, for the sake of obtaining a large attendance at the reservation boarding schools, transfer pupils from the day schools irrespective of their fitness. Also, in order to obtain a large enrollment, they receive children into their schools who have a very slight percentage of Indian blood. Such a course deserves severe condemnation.

Each year, however, the rules of the Office are being more strictly adhered to. Conditions are improving—the opposition of parents, under ameliorating influences of returned students and the efforts of the schools, is becoming less, and it is hoped that the endeavor to provide systematically for the entrance, grading, and transfer of Indian pupils will fully succeed.

#### PUBLICATION ON PREPARATION OF FOOD IN INDIAN SCHOOLS.

From letters received in the Office and from personal visits to the schools it has been found that there is a great need at the present time for a work which will be of assistance to matrons, cooks, housekeepers, etc., many of whom are young Indian girls, who, though anxious and willing, are not capable of planning and using the school ration in the most wholesome and economical manner. This necessity has also been brought to our attention through reports of visiting officials, showing that at many schools the food is not properly cooked nor well served and in some cases is insufficient in quantity. As the chemist of the Agricultural Department certified officially that the ration is quite adequate, it is evident that full use is not being made of it. We are preparing, and hope soon to submit for your consideration, a work on the preparation of food in Indian schools, with a view to showing the best way to utilize the Government ration and the products of the school garden and farm, the aim being to provide the pupils with a sufficient quantity of nourishing food and to give instruction in preparing it for the table, thus fitting them to perform this important part of housekeeping in a proper and economical manner upon their return home. In the larger schools the necessity for preparing food in great quantities to supply the needs of the school tables precludes giving proper instruction in cooking, unless special facilities are provided in order that the pupils may be instructed in cooking for a small family. We hope by the detailed instructions given in this work to secure a greater variety in methods of cooking and to meet the needs of widely separated localities. Menus for every day in the week, varied to suit the succeeding seasons, are included, and a large number of recipes are given, which have been tested at many of the schools and found practicable.

In some localities we have noticed considerable difficulty in educating Indian children to the use of vegetables, they preferring a meat diet, presumably due to their meat-eating ancestry. We have there-

fore given special directions for the cooking of vegetables in order that the pupils may be supplied with and learn the value of a mixed diet. In many schools the pupils have to be encouraged to cultivate a taste for milk, and we have constantly urged the advisability of serving it to growing children instead of so much coffee, although they prefer the latter. We have carefully observed the meals served in schools in different localities and have noted the excellence and variety of food prepared in some schools and the abundance of vegetables raised, even in an arid region, as at Rice Station, Ariz., while at other schools, although located where good gardens can be cultivated with little effort, few vegetables and very little milk are served to the children.

In visiting the homes of married returned students it has been observed that frequently the husband provides food which the wife is too indifferent to cook properly. In following her history up at the school it has often been found that she either did not take to cooking or that she attended a school where the teaching of cooking was not considered of special importance. Through the preparation of this work we hope to be able to secure a more uniform method and better results in having pupils taught to prepare and serve meals for a small family.

The importance of enforcing discipline and instructing pupils in proper conduct in the dining room is also emphasized. Employees should instruct their Indian charges in deportment at table as they would their own children, and by offering suggestions to meet difficulties which we have observed, or which have been reported to the Office, it is hoped that more uniform and painstaking instructions on these lines will be secured.

#### HYGIENIC CONDITIONS.

Marked improvement has been made in the general hygienic conditions at schools and their surroundings during the past year. We are glad to state that more attention has been paid to the subject of hygiene in buildings, while careful consideration has been given to the sanitary conditions of the grounds at many of the schools.

With a view to securing the use of every precaution in guarding the health of the children, circulars have been sent to superintendents and matrons giving detailed information as to the care of sleeping rooms and of beds and bedding. Also the importance of isolating all cases of contagious diseases was emphasized.

To establish habits of cleanliness from the earliest years, we have issued a circular urging superintendents in charge of day schools and day-school inspectors to see that comfortable bathing facilities for the children are provided at day schools where practicable. I am happy to report that in all but one of the Pine Ridge, S. Dak., day schools bathrooms have been erected. These bathrooms are heated by using discarded stoves, and the pupils are bathed under the supervision of the teacher and housekeeper.

We are glad to state that we have found superintendents generally endeavoring to carry out the instructions of the Office, and that the health of the children has been improved.

## NATIVE INDUSTRIES.

If such schools as the Teachers' College of Columbia University, the Ethical Culture Schools, and many others of New York City consider it educative to have basket weaving and rug making taught, it would seem advisable for the teachers in the Indian service to include as a practical part of their work the various arts for which Indians have become famous by their own unaided efforts—basketry, pottery, bead-work, tanning, blanket weaving, beaten silver, etc. As a rule, a tribe is especially expert in some particular art or craft, and we are endeavoring to have the respective schools preserve the industries of the tribes to which their children belong. The blanket weaving which the Navahos and Moquis do to perfection would naturally be impossible to tribes remote from woolgrowing sections. Similarly, the tanning processes of some tribes, which make the coarse hides as soft and flexible as kid, are unknown to Indians of other sections. In basketry many tribes excel, and the fame of the old Indian basket work has become world-wide. While visiting schools we have urged personally upon teachers the importance of fostering this natural hand dexterity of the Indian and encouraging its exercise. Arrangements have been made at a number of the schools to do this. At Oneida, Wis., the children take special delight in bead and lace work. Two days in the week they are instructed in lace making, and have sent handsome specimens of their handiwork to expositions and large stores, where it has found ready sale. In beadwork they have been instructed in making belts and pockets, bags, purses, lamp-shades, watch and fan chains, and collars. They take special pride in this work, and wherever specimens have been exhibited more orders were received than could be filled. At Bena, Minn., the pupils have made beaded belts and bags and useful articles of birch bark. The bead fan chains made at Chilocco, Okla., have netted a nice profit to the Indian girls and furnished them with profitable work for idle hours.

At Cheyenne, Okla., under the direction of the seamstress, who is an Indian, excellent beadwork has been made. The matron at Grand Junction, Colo., has encouraged blanket weaving among the Navaho pupils. At the Albuquerque School, New Mexico, the girls whose parents are blanket weavers are so anxious to carry on this work that they utilize the legs of an ordinary chair for a loom, and it is no unusual occurrence in passing through the dormitory to find a number of chairs used as looms on which are unfinished blankets. Many of the children at Fort Hall, Idaho, are expert beadworkers. The baskets of Round Valley and Hoopa Valley, California, are especially noted for their beauty and are in great demand. The baskets of the Pimas and Apaches of New Mexico and Arizona, although coarse in weave, are much sought after by tourists. The pottery made by the Moquis of Arizona and the Pueblos of New Mexico finds ready sale, and the supply does not meet the demand for this symbolic and artistic ware. Collectors and museums send agents into the field to collect the best specimens of Indian work.

The arts and crafts of the Indian have a far greater value than is generally known, and in many sections of the country they become efficient aids to him in earning a livelihood. When the crops of the Pimas failed for lack of water, they were enabled to provide for

themselves temporarily by the sale of their baskets, as did also the Mohaves, Apaches, and some of the Mission Indians.

The demand for native Indian work has very largely increased during the past five years. The production has also increased, but not uniformly. For instance, in many parts of the country, owing to the practical extermination of game, there has been a great falling off in the production of beaded buckskin work, moccasins, leggings, etc., but in these localities this falling off has usually been made up by a corresponding increase in the number of woven bead articles made. There is no way of exactly estimating the amounts realized by the Indians from the sale of native products, these sales being made partly through Indian traders, partly direct to eastern dealers, and largely, especially in the Southwest, by individual Indians to tourists, dealers, and curio hunters. A communication received in the Office says that the president of the Santa Fe Railroad made the statement that the sales of Indian goods at stations along his lines have increased 1,000 per cent in the last ten years and that similar statements have been made by officers of the Southern Pacific road. The Mohonk Lodge, Oklahoma, sold \$5,213.24 worth of Indian wares last year, as compared with \$1,500 worth a few years ago. Mr. J. W. Benham, of the Benham Indian Trading Company, states that in their four stores they did a gross business during the past year of about \$140,000, the bulk of which was Indian-made goods. Mr. Frank Covert, of New York, a dealer in Mexican and Indian goods, says that last year he bought, either directly or through post traders, \$10,000 worth of Indian goods proper, as against \$3,000 worth five years ago.

The Flambeau Lumber Company, of Wisconsin, handled last year about \$2,000 worth of Indian goods, as against three or four hundred dollars' worth five years ago. In a letter to this Office they stated: "We handle mostly their beadwork. The demand for material of this kind has increased considerably the past few years, and we can dispose of all we can procure." An Indian post trader at Ganada, Ariz., reports that he sold last year \$29,000 worth of Indian blankets and baskets and \$7,000 worth of silverware made by the Navaho silversmiths. He states that he has kept at work during the past year 325 weavers and from eight to ten silversmiths. Mrs. F. N. Doubleday, of New York, who has long been interested in improving the condition of the Indian, last year disposed of \$18,000 worth of native products intrusted to her personally by the Indians for sale. Many Indian women and girls in the Southwest are doing good work in lace making taught them by the missionaries. The Albuquerque school is teaching blanket weaving and lace making. In the North, especially in Wisconsin, Minnesota, and the Dakotas, the Indian women conduct a profitable industry in making bead belts, hatbands, etc.

These incidents are cited especially to show that the Indians, both men and women, realize the necessity of doing something for themselves, and are cooperating with governmental efforts to raise them to a self-supporting, nondependent condition. The amounts quoted above as having been paid them last year would indicate that the proceeds of their native wares form a substantial addition to their incomes.

A number of the schools have given hearty support to our efforts to have the children become proficient in the arts and crafts of their parents. A great deal has already been accomplished, but much

remains to be done if we would preserve the native industries of the Indian, whose historic associations, no less than their material value, appeal to us to save them.

#### TEACHERS' INSTITUTES.

Complying with your directions, institutes have been held during the past fiscal year as follows: The Department of Indian Education of the N. E. A. at Boston, Mass.; the Pacific Coast Institute at Newport, Oreg.; local institutes at Standing Rock Agency, N. Dak.; Rosebud Agency, S. Dak.; Fort Berthold Agency, N. Dak.; Fort Totten, N. Dak., and the general meeting of the Congress of Indian Educators at St. Louis, Mo. Detailed reports of the proceedings at these institutes will be found in the appendix, with the exception of the meetings at Boston and Newport, which were included in the report for 1903. All these meetings were well attended.

The coming together at stated intervals of Indian teachers and workers for mutual exchange of views as to methods and systems is as necessary as it is for teachers in the public schools; even more so, as many of them live in isolated parts of the country and are denied the privilege of attending educational meetings whereby they would be stimulated and come in contact with the educational thought of the day.

We have endeavored to extend the practice of holding institutes and to systematize them by arranging times and places most convenient to the teachers, in order that all may have the opportunity of attending at least one meeting. During the past year we have, by correspondence and personal interviews, requested supervisors to conduct institutes in their respective districts, in order to enable teachers to keep abreast of the times and to bring their standard up to the degree of excellence required in the public schools. These institutes offer Indian teachers the same opportunities for mutual benefit and advancement that the county and state meetings offer to the public school teachers. With your approval, a circular letter on this subject was sent to the field, from which the following is an extract:

It is desired to emphasize the great benefits derived by teachers as a result of attendance at institutes where, through interchange of thoughts and experiences, and listening to instructive papers and addresses by leading educators, they are stimulated by new ideas and broadened and helped.

The Congress of Indian Educators will meet at St. Louis, Mo., June 25-July 1, 1904, and the sessions will be devoted to addresses and round-table discussions. Teachers will be able to attend the meetings of the National Educational Association, where eminent American and foreign educators will present the characteristics of their respective systems. They can also take advantage of the unusual opportunities afforded to make an intelligent study of the educational exhibits in connection with convention discussions. The Indian Bureau desires that agents and superintendents encourage their teachers to attend.

The attendance at the St. Louis meeting far surpassed that of any similar meeting, and the teachers generally availed themselves of the exceptional opportunities offered for study and improvement. The meeting being held during the World's Fair and on its grounds, teachers were enabled to study American and foreign educational methods in all grades and to listen to addresses by the leading educators of the world. They also took advantage of the opportunity to visit the various model schools, including manual training and kindergartens. In order to call the attention of the Indian workers to the special facilities for study and improvement during this meeting, we sent to

each employee in the Indian school service a circular, from which we give the following extract:

Teachers will be afforded full opportunity for intelligent study of the educational exhibits at the exposition, both American and foreign. They will also have the benefits of the convention discussions based on exhibit studies. The exhibits by the various educational institutions of the United States, from the kindergarten up, will be the best and largest ever made. Teachers will undoubtedly appreciate the great benefits to be derived from studying these exhibits illustrating every stage of educational development. It is suggested that the value of their exhibit study will be greatly enhanced if the teachers will make a point of systematically taking notes of whatever they may observe while visiting the various educational exhibits which may seem to them specially practical and adapted to the needs of Indian training. These notes will not only be useful to them in connection with the round-table discussions, but for reference on returning to their schools.

The institute at St. Louis was one of the most successful we have ever conducted, and it is believed that it will be productive of good results to the service.

The Indian exhibit at the Exposition contained samples of class-room work from the schools and a large collection of rare and beautiful specimens of native Indian wares. The exhibit and the model Indian school served a useful purpose in showing the visiting public that the Indian will learn and will work, by the best evidence possible—seeing him doing it.

#### GROWTH OF THE INDIAN SCHOOL SYSTEM.

I am glad to report that the past year has marked decided growth in the Indian school work. The attendance has increased to about 30,000. At the various school plants there have been many improvements in buildings, and more attention has been given to sanitary conditions. New sewerage systems have been established, and old ones, where defective, have been repaired or replaced. On the whole, the plants at the various schools are well equipped. At the Crow Agency Boarding School, Montana, however, new buildings are very much needed.

The value of education to the Indian and the duty of the Government to give it to him has been recognized, and from the first regular appropriation in 1819 of \$10,000 this sum has gradually been increased until this year it reached over \$3,200,000. Each year the number of schools and teachers has gradually increased, with a corresponding annual increase in the attendance of pupils. Improved methods have been adopted as experience has shown their necessity and value, and increased facilities have been provided. The water supply is carefully looked to and the proper means taken to provide abundance of pure water. Precaution is taken against fire, and the introduction of modern methods of heating and lighting has contributed greatly to the increased safety of the buildings. The health of the pupils is more carefully looked after and everything possible done to prevent the spread of disease. New hospitals have been erected at a number of schools and competent nurses employed, the care of the sick forming an important part of the instruction given.

The schools during the past year have been giving greater attention to the grading and advancing of pupils in a more systematic manner. Better crops were raised last year by the installation of irrigating plants in a number of localities. By the increase in the number and extent of school gardens and the greater interest which the pupils

have been encouraged to take in garden work, a more extensive and varied vegetable diet has been secured and better health has resulted. Tubs and boards have been placed in school laundries, and superintendents are being urged to see that the pupils are taught family washing and ironing. More attention has been given during the past year to the teaching of cooking. Teachers in the Indian service find that if they are to keep abreast of the times they must see that the pupils are taught this most valuable branch of the work and that they are instructed in the preparation of meals for a small family, similar to those which they will have to prepare upon their return to their homes. Earnest efforts are being made in the schools to teach the Indian child along practical lines, and endeavor is made to develop his individuality, drawing out all that is good in him and inspiring him with ambition to become useful to himself and his people. Among the most encouraging evidences of the good results of Indian education are the favorable reports of returned students received through superintendents who have watched their course after leaving school.

In presenting this, my seventh annual report as Superintendent of Indian Schools, permit me to express my deep appreciation and sincere gratitude for the cordial cooperation and encouraging sympathy which I have always received from you.

Very respectfully, your obedient servant,

ESTELLE REEL,  
*Superintendent of Indian Schools.*

The COMMISSIONER OF INDIAN AFFAIRS.

## APPENDIX.

### BRIEFS OF PROCEEDINGS, PAPERS, AND DISCUSSIONS AT INSTITUTES.

#### STANDING ROCK INSTITUTE.

[Standing Rock Agency, N. Dak., September 24, 25, and 26, 1903, under the direction of A. O. Wright, supervisor of Indian schools.]

The institute was well attended by teachers and employees of the four boarding and five day schools of the agency. Several missionaries were present, and participated as honorary members. Brief addresses of welcome were made by United States Indian Agent J. M. Carignan and Supt. E. C. Witzleben and responded to on behalf of the institute by Supt. J. T. Hall.

#### EXTRACTS FROM PAPERS.

**Early education at Standing Rock Agency.**—Mrs. M. L. Van Solen, teacher day school No. 1.—In January, 1876, I was appointed teacher at this agency, and was given a room with two half windows. It was furnished with a box stove and a few home-made benches. We had also some books, slates, yarn, and knitting needles. It was no easy work commencing the school. We had first to get the consent and aid of the principal chiefs. This was obtained, and each sent a number of children from the respective bands. I thus had a good enrollment, but the trouble was the children would not come regularly. I finally started a boarding school in a small way, the agent giving us rations for the children, and in this way secured a fairly good attendance. The children brought their own bedding with them, and slept on the floor in our bedrooms. Strange to say, there were only a few boys, the majority being girls. At first they wore their native dress, but after a while some would want a dress made like ours; they would buy the material and my sister and I would make the dresses.

**Health of pupils in the schoolroom.**—Miss Septima Koehler, teacher at St. Elizabeth's Boarding School.—I find that the health of the pupils depends on the specifics of good air, good light, bodily comfort, exercise, cleanliness, and happiness—the last the outcome of all the rest. The ventilation of the schoolroom must be arranged so that the pupils do not sit in drafts. Have breathing exercises and singing only when the air in the room is fresh. Flush the room with air while marching or having calisthenics. The seating of pupils has much to do with their comfort, and consequently with their health. If the seats are double, discriminate as to who shall sit together. Do not seat a well child with a diseased one. Cleanliness in care of books, slates, and objects used in common will obviate much contagion. Teach the care of the health. Tell the why of your various commands—"open the window," "shut that one," "sit up," "walk with your head up," etc. The Indian is anxious to appear well; appeal to his good sense and proper pride.

**Care of the health of pupils outside the schoolroom.**—Miss Ruth E. Laughlin, matron at Grand River Boarding School.—Children should be taught by the matron the reason why they need fresh air; the reason why they should care for their health in many little ways. The matron has a special mission to the bodies as well as to the

minds and souls of the children. She should be very careful about the fit of children's clothing. Let us make the children look as well as we can, but keep them comfortable. Children should be taught to take correct positions in standing and sitting. Beds and dormitories must be well aired every day. We at Grand River do not use spreads, but turn the upper half of the covers down over the lower half. The sheets then answer for spreads, and the airing goes on all day. The last thing before the dormitories are locked at night the matron should herself adjust the windows so as to secure the best ventilation without a direct draft on anyone. Let the school be made as bright and attractive as possible. It is only a step from happiness to health. Upon our success in teaching to our pupils the principles of hygiene and habits conducive to health depends in great measure the future of the Indian people.

**How shall we best educate sickly children?**—Miss Mary E. Francis, principal St. Elizabeth's Mission Boarding School.—In many instances pupils objectionally affected have been entered and those interested in their welfare have been willing to give the extra care their cases required to help them, realizing that these children must grow up in ignorance in most respects if deprived of the opportunity to be instructed how to become useful citizens. At the same time the question arises, is it just to the others who are not similarly troubled to be obliged to associate closely (as is almost unavoidable) with those who are seriously diseased? There are those too, who have the care of their training, who feel that they are taking great risks in coming in contact with that which is deemed contagious, while they continue faithfully to give the children every attention, with due caution, possible in the limited circumstances under which they often must work.

**Cooking class, taught by Sister Seraphine.**—Miss Ruth E. Laughlin, matron Grand River Boarding School.—The class stood around a table on which were placed the materials and utensils to be used in the lesson. The words "stove," "oven," "kindling," "paper," "match," and "fire" were repeated carefully and used in sentences which were recited by the class together and by each of the children separately. "We are going to make biscuits," said the teacher. "I want you to see how well you can say the word 'biscuits.'" Each in turn repeated the word distinctly. Four pans were passed to as many children around the table. A cup was used to measure the flour. The children put a cupful each of flour into each of the pans. Each article used was made the subject of a little lesson in language. The lesson proceeded until the biscuits were baked, after which the children passed them around and then sat down to neatly spread tables and ate their lunch of biscuits and butter, with cups of milk. During the entire lesson the interest of the children was at a high point, and we all felt that we as well as the children had been benefited.

**Sewing lesson.**—Sister Angelica.—The children were first asked what they were going to do. They answered "sew." This introduced a language lesson. "What are we going to make?" was asked. The children repeated in concert, and then individually, "We are going to make a bag." Similar exercises followed on the length of thread taken, the needle, scissors, thimble, cloth, etc. When the teacher asked the question, "What is the first thing we should do when we begin to sew?" the answer was, "Wash our hands." When asked why the hands should be washed they said, "So that our work will be clean." These exercises tend to inculcate habits of neatness and care. The teacher held up a ruler and asked, "What do you use this ruler for?" The answer was, "To measure." Accurate measurement is important and should be clearly explained to the pupils.

**The field matron's work in cooperation with the day school.**—Mrs. Agnes B. Reedy, industrial teacher in the field service.—I have found in the short time I was assigned to a field that where there was a day school the work of the matron was more effectual; you could work upon the love and interest the mothers have for their children, telling them to send the little ones to school, combed, neat, and clean; keep their homes neat that the child will love to come home again; learn to cook and bake; and that the field matron is among them to teach them all this.

**Proper equipment of a day school.**—Horace G. Jennerson, teacher Bullhead day school.—The day-school plant should consist of a cottage, schoolhouse, three closets, two double and one single, shop, barn, woodshed, poultry house and yard, two cellars, an ice house, a well or other good water supply, a cistern if the water is hard, a garden plot of at least 1 acre, a meadow, and a pasture. The schoolroom and cottage may be under the same roof or under separate roofs. Both arrangements have their advantages and disadvantages. The schoolhouse should consist of a well-ventilated schoolroom large enough to accommodate the school, a storeroom, two cloakrooms, two bath and toilet rooms, and if a dining room can be provided all the better. The school premises should be parked, if possible, and made attractive by setting out trees, planting flowers, laying out walks, etc.



Report of Supt. of Indian Schools, 1904.

## SYNOPSIS OF REPORTS OF COMMITTEES WHICH WERE UNANIMOUSLY ADOPTED.

**Committee on proper assignment of pupils, etc.**—We find that the existing arrangements between the three Government boarding schools and the mission boarding school on this agency are quite satisfactory; that each has its well-understood constituency, that the few changes asked for by parents can be easily arranged, and that the relations between these schools are cordial and perfectly harmonious. We believe that it is not necessary to ask for any other changes and it is doubtful if any could be legally made. We therefore recommend that the existing arrangements between the boarding schools on this agency be continued without change.

2. In order to have a systematic transfer of pupils from day schools to boarding schools, we recommend that the following principles be accepted by this institute, and that the agent be requested to issue an order making these rules obligatory on schools and parents: that all children residing within reasonable distance of a day school should attend such school, from the age of 6 till properly transferred elsewhere; that all healthy children residing too far from a day school, and all orphans not provided for by relatives, should attend the proper reservation boarding school; that when day-school children have completed the third grade, or without having done so have attained the age of 14, they should be promoted to the proper boarding school if physically fit.

3. In relation to transfers to nonreservation boarding schools we recommend as follows: that when pupils have completed the sixth grade, or without having completed that grade have attained the age of 17, they should be decidedly encouraged to be transferred to some nonreservation school; that we do not oppose the transfer of pupils younger than this when the parents desire it; but that no pupil should be transferred to a nonreservation school under the age of 12, and we respectfully request the agent to refuse his consent to such transfers.

**Committee on health of pupils.**—The provisions for the noonday luncheon at the day schools should be of good quality and sufficient in quantity and variety to enable the housekeeper to prepare a wholesome and appetizing meal each day, and to teach the pupils plain cooking.

**Committee on industrial work in day schools.**—Not less than one-half of each school day should be devoted to teaching the industries which can be practically taken up at each day school. Cooking should be taught to the extent of the instruction necessary to enable pupils to prepare simple, wholesome food in a variety of ways. Housework, including the duties that usually fall to the lot of an ordinary housewife, should be taught as far as practicable. Each school should have a large garden to supply the necessary vegetables for the table, and where practicable individual gardens should be made by the pupils under the direction of the teacher. In the shop simple necessary tools should be furnished and should be used by the pupils of both sexes. Not less than 160 acres should be set apart for each day school, at least 5 acres of which should be suitable for a garden. Dairying should be taught wherever practicable.

## ROSEBUD INSTITUTE.

[Rosebud Agency, S. Dak., October 1 and 2, 1903. Conducted by J. Franklin House, supervisor of Indian schools.]

When the institute was called to order by Supervisor House practically all the employees and teachers of the boarding school and the 25 day schools on the reservation were in attendance. After the invocation by Rev. Mr. Cross, missionary to the Dakotas, Mr. J. B. Tripp, superintendent of the Rosebud Boarding School, made a brief address of welcome, which was responded to on behalf of the institute by Supervisor House.

## EXTRACTS FROM PAPERS AND DISCUSSIONS.

**The influence of the Indian's religion on his development.**—Rev. Mr. Cross.—The Indian's religion is radically different from the white man's, inasmuch as morals and ethics have nothing to do with it. The Indian associates religion and medicine. He is beginning to take on new forms and new ways of thinking. When the Indian asks questions he asks for information. He moves on direct lines. Get the child to think that you are asking for information.

**The Indian mind.**—Arthur E. McFatrige, day-school inspector.—If we will study the Indian mind it will vastly aid us. The teacher that will go among the Indians and know them will be best able to train the child.

**The teacher's qualifications.**—George G. Davis, teacher Bull Creek Day School.—To be a teacher one must first be a pupil. A teacher may do untold good. The day school is



the most powerful influence in the Indian community. The teacher should visit his Indians at their homes and help those who are working. The trying places are many to these beginners in industrial pursuits. Do not expect too much at once. It takes time. Make the schoolroom a pleasant, homelike place; decorate it with refined taste and have growing plants and all kinds of interesting objects here. The school grounds should also be given careful attention. The spirit of the teacher makes the spirit of the school. Impress the fact that the useful are the honored.

**Correlation of mind, thought, and industrial work.**—Edward C. Scovel, teacher Little White River Day School.—Let our methods of teaching be such as will accomplish the best results with the material we have at hand. Use the real thing wherever possible, as the Indian does not easily grasp abstractions. Many practical lines are open before us. Poultry raising could be made a source of revenue. Dairying might be made one of the most important factors in the Indian economy.

**Pen pictures of the native American.**—Mrs. Sara J. Porter, teacher, Rosebud Boarding School.—There are three virtues common to every tribe, viz. love of parents for their children, appreciation of just treatment, and dignity. The existence of these principles gives us a foundation to work on. It means something to an Indian parent to surrender his child to an alien race to train and bring up in ways diametrically opposite to all his traditions of the past. Let us recognize the trust that is placed upon us and lay square and true the foundation upon which to build the grand structure of American citizenship.

**History and geography lessons combined.**—Mathew R. Derig, teacher Pine Creek Day School.—Geography and history should be taught together. For instance, take the home geography. Then study the natural features of the country; the history of the race; then the starting of missions; the Government policy of various kinds; current history. Last year we traced the tour of President Roosevelt with ever increasing interest. The topic selected for this year is the Louisiana Purchase and its connection with the St. Louis Exposition. Impress upon the pupils that the United States Government is their friend and we are its representatives; that they can trust us and the Government.

**How to get pupils to speak out.**—John M. Linn, teacher Big White Pine River Day School.—The teacher of an Indian school must be so susceptible as to keep in touch with pupils and parents. By all means enlist the pupils' parents in the work. The teacher must study the Indian child and possess great patience. Train the child to speak English clearly and distinctly.

**What shall we teach, and how?**—Edward F. Paddock, teacher Butte Creek Day School.—We need drill, repetition, tact, good judgment, common sense. Obedience needs to be early inculcated. Teach self-reliance; teach economy; teach that self-support is honorable. Teach the child to think. If we would be successful we must put our hearts into the work. There is a vast difference in children. Each child requires attention adequate to his particular bent. The Indian lives in and for the present. We must teach him that it is necessary to plan for the future.

**The work of the housekeeper.**—Mrs. Mary C. Scovel, housekeeper Little White River Day School.—No work is more important. It is in this work that a phase of the Indian is seen that if properly understood adds much to an understanding and begets confidence between the two races. Some of the requirements are training in neatness and order. Good, wholesome cooking is not to be overlooked, as nothing in the domestic economy is so important. The housekeeper must also teach the children to sew and mend their own clothes.

**Why are we here?**—Mr. Z. A. Parker, teacher Spring Creek Day School.—Love of the work and work for the salary are both important reasons. Children are at first in fear of their teacher, but with the true spirit of helpfulness the restraint wears off. Prove you are their friend and the battle is won.

**Our schools.**—J. B. Tripp, superintendent Rosebud Boarding School.—The purpose of our day schools is to bring civilization to the Indian people in their homes, for the parent is influenced by the child. The home life of the day school is a great educator. The purpose of the day school is to fit the youth of the camp for more advanced work. Thus the boarding school takes up, and finishes the work of the day school. At the boarding school the pupil must be on time. All his work must be done at stated times. He must be in bed at an early hour. Girls are taught cooking and sewing. Pupils see how and help to run a garden and farm. They learn the care of cows and are taught to milk. Valuable lessons are taught for their future life on their land.

**Teaching vocal music to Indian pupils.**—Eugene E. Kidney, teacher Upper Cut Meat Creek Day School.—In this work perseverance is an essential point. With that, patience and firmness are not to be omitted. Constant drill is essential to good results. The notes should be taught. See that they read these notes. Everyone must sing. This must be insisted upon.

**Effect of the day school on the Indian home.**—Jesse B. Mortsolf, teacher Cut Meat Creek Day School.—The purpose of extending the benefits of education to our wards at public expense is to uplift them, not only as individuals but as a people, so that they may become a part of us, helping instead of hindering our purposes. There is a breaking through their darkness, a wish for something better than they have known, and we can point to instances of where the younger generation have been influenced by the example of some teacher and his good wife to rise to higher levels.

**Character builders.**—H. C. Norman, teacher Bull Creek Day School.—We are laying the foundation for a great structure. If you want to help your pupils you must come out of yourself. Pave the way for future usefulness. This takes hard, patient, labor, but is worth it. Our progress is necessarily slow, but it must tell ultimately. When pupils see clearly that there is something higher in life than a satisfied appetite and a gay costume—when they begin to think—it is one of the landmarks of progress.

#### FORT BERTHOLD INSTITUTE.

[Fort Berthold Agency, N. Dak., October 8, 9, and 10, 1903.]

[Conducted by Supervisor A. O. Wright at the Fort Berthold Boarding School; Mrs. H. E. Wilson, secretary.]

#### EXTRACTS FROM PAPERS AND DISCUSSIONS.

**Our responsibility.**—John S. Hage, industrial teacher.—Each one of us carries a responsibility, and the weight thereof depends upon the position we fill. For instance, we detail boys or girls to a certain work and charge them with the responsibility of both work and tools. We have a far greater responsibility when the Indians intrust to our care the dearest they have—their children. We find no two children perfectly alike. They may be alike in one respect while vastly different in another. Therefore it is our duty as instructors to study each and every individual and deal with each accordingly. Do not attempt to have a pupil perform a duty until you are sure he or she has a clear understanding of it.

In the discussion on this paper Mr. Wright said: "There is a difference between industrial work and industrial teaching. Industrial work has to be done, and the pupil's help is necessary. Children can work around the cooking and not learn to cook, especially for families. The pupils learn washing, sewing, and cooking by actually doing the work. They need to be systematically taught stitching, cutting, and fitting." Mr. H. E. Wilson said: "Teach the children independent thought; train hand, heart, and head simultaneously. The great aim of education is to learn to think, not especially to crowd our brains with matter."

**Some differences between Indian and white boys.**—R. D. Hall, Elbowoods, N. Dak.—The differences are mostly due to heredity, and so in passing judgment upon these differences we must remember the different standards by which we must judge them. The white boy has had years of ancestral training in the present standards of civilization, whereas the Indian boy has barely had one generation preceding him in civilizing influences. One characteristic which distinguishes the Indian boy is a powerful imagination, which is evidenced in the wonderful stories they can tell of natural phenomena. This difference must be carefully watched and special pains taken to differentiate truth and fiction. Again, it is to be noted that the Indian boy can not comprehend the reason for government, nor accept it as freely and unquestioningly as a white boy does. This is due largely, I think, to the practical anarchy of their homes and its opposite in the schools. But no better time can be chosen than in their youth to teach them to be law-abiding citizens.

**What should be the aim of the day schools?**—Charles W. Hoffman, teacher Day School No. 3.—The teachers of the day schools should try to get the parents of their pupils interested in the schools, and to have them understand that an education means to live like good white people, to be able to support themselves, and to take an interest in what they have. The day-school teachers must impress upon the minds of their pupils that what they learn at the schools must be used at their homes. The parents will soon find out something about the teacher, to see if he sympathizes with them, so the teacher should be careful always to set a good example. The teacher should visit their homes as often as possible and see how they live. If the home is neat and orderly he should speak of it and encourage them to improve their condition and give them some new ideas in housekeeping.

**Industrial training in schools.**—M. F. Minehan, teacher Day School No. 1.—I do not want to depreciate the importance of mental work or book study, but I claim that industrial training can not be ignored, especially in our Indian schools. The Indian child has very few advantages, and it becomes necessary for the schools to supplement this lack of training. We find most of the Indian children when they first enter

school very awkward. They are unfamiliar with the most simple tools; in fact, as a rule, they can not use their hands. Our duty, then, as teachers is to have them overcome their awkwardness—to learn to know themselves. This requires both time and patience.

In the discussion of this paper Supt. H. E. Wilson said: "We should teach the children how to use to the best advantage the things, the implements, and machines that they will have or be able to have at their homes. If they are always given an abundance of implements and complicated machinery to work with, they will not be able to work without them when they go home. They should be taught to accomplish good results with simple devices and implements."

**What of the returned students?**—Mrs. Anna D. Wild, field matron.—One of our young men holds a responsible public office in one of the neighboring towns and is highly esteemed and respected by the white residents. The returned students in this community may number fifty or sixty. Thirteen may be counted as having done excellently well. Only two have done badly. Others may be classed as good or fair. When we think of the many that are holding Government and other responsible positions, with those who are quietly working for the uplifting of their people in their homes, I think that it is quite convincing that they do enough good toward the uplifting of their race to justify the expenditures that have been made for their education. Our duty toward returned students is to cooperate in stretching forth our hands to them and to continue to give them protection, sympathy, and encouragement.

**Teach the things the pupils need most.**—Miss Enola G. Acord, matron.—The art of housekeeping in a systematic way is what we should teach our Indian girls. The ideal training for girls is that which will instill a love for home and make good, neat housekeepers. The planting of shrubs, plants, and flowers will, at a small expense, work a great transformation in the surroundings of a home. The good home makes a good citizen, and the good citizen makes a good government.

**Day-school experience.**—Charles A. Shultis, teacher Day School No. 2.—My work at this school includes a period of three and one-half years, and during that time I have been studying the material upon which I have to work. Different pupils require different treatment. That the day school makes its influence felt in the community can not be gainsaid. This fall one of the men who lives near the school cut his fodder. It is the first time I have known him to do so. He also cultivated that same corn with his horse; heretofore the women hoed it. This departure from the old style may rightfully be due to the school's influence.

**Effects and opportunities of day schools.**—Mrs. Charles W. Hoffman, housekeeper Day School No. 3.—The opportunities that present themselves to the day school are almost legion. They not only connect the work with the scholars, but with the older people who live in the camps where the school is situated. The school is in direct intercourse with their homes, and influences them to a great extent. The parents will become interested in the day school if it is what it ought to be. As the teachers of the day school are frequently the only white people near the Indians, they can become beacon lights for them to follow, whether for good or bad. As a rule, Indians place white people on a high plane and watch them to see if they are consistent, and if the Indians are once deceived it is hard to regain their confidence and respect. The Indians enjoy visiting the homes of the teachers and viewing the pictures on the walls, and the pictures given them can be seen in their homes. This all has its influence for good. The children put in practice what they see at the schools, in keeping the homes neat and tidy.

**The art of sewing.**—Miss Nora Le Roy, seamstress.—The first steps in sewing are taken by the little ones in play with dolls, in making dresses, etc. The style and art of sewing change every year, and to keep up with new ideas we have to read and study as well as other instructors. I have found some exceptionally good workers among the children, and they seem to want to learn.

**The need of unity in our work.**—Miss Josephine Janese, assistant matron.—This means that all should work as one; all agree to join hands in whatever work comes their way. I think that the school and agency people should all work together. The children are quick to learn housework; some of them are fast workers and some are not. We should have a pleasant word for everyone, as this will teach the children to be polite to their schoolmates and the employees. Unity should always be in the schoolroom, so that we can work with our children and they with us as one mind.

**Care of Government property.**—Amzi W. Thomas, Indian agent.—We have been placed here to teach the wards of the Government the value of all articles; that every article represents both labor and money, whether it belongs to an individual or to the Government. By ourselves showing a care for Government property we teach the Indian common honesty.



Report of Supt. of Indian Schools, 1904.

**Transportation of pupils to day schools.**—H. E. Wilson, superintendent Fort Berthold Boarding School.—The attendance at day schools is not so good as at the other schools. This is due to the fact that a number of the pupils live such a distance from the schoolhouse that it is difficult for them to get to school; and often it is a hardship for the parents to take the children to school, since they can not always spare the time to take them 5 miles or more each day. To remedy this difficulty I suggest that the parents take turns bringing the children to school—i. e., one man brings all the children on his route to school one week, his neighbor performs this service next week, and so on; that the policemen take turns in bringing children to school; that farmers and other employees use their influence in behalf of this object; and, lastly, it may be possible to employ a transportation agent out of the labor fund in some instances.

**School government.**—Mr. Matheny, principal teacher Fort Berthold Mission.—All discipline and government should aim to develop character and make the pupils able to be leaders and helpers in their future life among their own people. Discipline should be adapted to each nature. The individuality of each pupil must be recognized and studied. A teacher should always be kind and pleasant, but firm. He should see that his own character is one which his pupils can respect. He should himself be what he expects his pupils to be, and control by example. Be sure not to expect too much of your pupils. Provide innocent amusement for them during the play hour. Do not keep them at work all the time, but keep them busy all the time.

**Education.**—Dr. A. J. Morris, agency physician.—The Indians became wards of the nation because they were devoid of education. For their own protection and for the safety of those around them our Government established a system of education. I predict that fifty years hence we will see an Indian people who will be an honor to the nation, which has expended so much care and money upon their enlightenment and education.

**An industrial language lesson on bread making.**—Presented by Mrs. H. E. Wilson and her domestic-science class.—All necessary utensils and material for bread making were brought to the schoolroom. The teacher's desk was used for a table. Each member of the class took her place around the table. The teacher asked each girl to name the different kinds of utensils and materials used in the process of bread making, as follows: Question. What is this, Bessie? [indicating the mixing bowl].—Answer. It is a mixing bowl. [Each answer formed a complete sentence.] Q. Jeannette, what is this?—A. It is flour. Q. Willena, how is flour made?—A. Flour is made from wheat; the outside is taken off and the inside is ground fine in a flour mill. Q. What is in this cup, Grace?—A. Yeast is in the cup. Q. What does yeast do to the bread, Grace?—A. It makes the bread light. Q. What is yeast, Jeannette?—A. It is a plant that grows when put in the sponge. Q. Jeannette and Willena may stir up the sponge. After this was done the teacher asked Jeannette what she put in the crock. A. I put a quart of warm water, yeast, and flour in the crock. Q. Willena, what did you put in the crock?—A. I put a quart of warm water, a cake of yeast, and flour enough to make a batter. Q. What will you now do with the sponge, Jeannette?—A. We will place it in a warm place to rise.

The teacher said, You may now take the sponge and leave it in a warm place to rise. Grace and Abbie, get the light sponge and mix the bread. [Some that had been previously prepared was brought in. The other girls were brought to the blackboard to write description of what had been done. When the bread mixing was over, the girls left the boards and returned to their positions around the table.] Q. Grace, how much salt did you use?—A. I put one teaspoonful of salt in the bread. Q. Bessie, how much salt did the girls use in the bread?—A. They each put one teaspoonful in. Q. How much flour did you use, Grace?—A. Enough to make the dough stiff. Q. What will the girls do now, Mabel?—A. They will leave the dough till it gets light. Q. Bessie and Mabel may bring in the light dough and make it into loaves. [The girls grease the pans.] Q. What are you doing to the pans?—A. We are greasing the pans. [Each girl took her turn in answering a series of questions about the process up to this point, reviewing the work already done.] Q. Why do you grease the pans?—A. We grease the pans to keep the bread from sticking. Q. What are the girls doing to the bread, Grace?—A. They are kneading it. Q. Bessie, what are you doing?—A. I am making the dough into loaves. Q. What have they done and what will the girls now do with the loaves?—A. They have made the dough into loaves and will let them remain until they are light. Q. When the loaves are light, what will you do, Grace?—A. We will bake them for one hour. Q. If the loaves were large, how long would you bake them, Abbie?—A. Two hours. [Various questions were asked the class about the character of bread, its purpose, effect on the system, etc., and after the bread was baked it was brought in and passed around.]

## PROCEEDINGS OF THE CONGRESS OF INDIAN EDUCATORS.

[National Educational Association, St. Louis, Mo., June 25-July 1, 1904.]

*Saturday, June 25.*—Music by Indian school band. Invocation by Most Rev. John J. Glennon, archbishop of St. Louis. Song, "This is the Indian's Home," written by Supervisor A. O. Wright.

Addresses of welcome: Hon. A. M. Dockery, governor of Missouri; Hon. D. R. Francis, president of the Louisiana Purchase Exposition; Dr. Howard J. Rogers, chief of department of education and director of congresses, Louisiana Purchase Exposition; Dr. Calvin M. Woodward, director of manual training school, Washington University, St. Louis, Mo.; Dr. F. Louis Soldan, superintendent of instruction, St. Louis, Mo.; Miss Amelia C. Fruchte, normal and high school, St. Louis, Mo., and Most Rev. John J. Glennon, archbishop of St. Louis.

Responses: Dr. W. J. McGee, chief of department of anthropology, Louisiana Purchase Exposition; Dr. John T. Doyle, secretary, U. S. Civil Service Commission, Washington, D. C.; Hon. Levi Chubbuck, special inspector, Department of the Interior, Washington, D. C.; Supt. S. M. McCowan, Chilocco Agricultural School, Chilocco, Okla., and Supt. R. A. Cochran, Rice Station Indian School, Talklai, Ariz.

*Monday, June 27—7.30 p. m.*—Entertainment given by the Indian students under the direction of S. M. McCowan, superintendent Chilocco Agricultural School, Chilocco, Okla.

*Tuesday, June 28—2.30 p. m.*—Efficiency in the Indian Service, Dr. John T. Doyle, secretary U. S. Civil Service Commission, Washington, D. C.

Round table conference of Indian workers—Discussion of the educational points acquired from the study of the various exhibits and model schools.

*Tuesday, June 28—8 p. m.*—Reception given to Indian teachers and workers.

*Wednesday, June 29.*—The department of Indian education met in joint session with the manual training department, National Educational Association.

*Thursday, June 30.*—The department of Indian education met in joint session with the elementary department, National Educational Association.

*Friday, July 1.*—What's in a Name?—Miss Emily S. Cook, Office of Indian Affairs, Washington, D. C. Indian Names, Miss Alice C. Fletcher, ex-president of the Anthropological Society, of Washington, D. C.

Round table conference, led by Supervisor A. O. Wright. Subject: Review of educational points acquired from the study of the various exhibits and model schools and from the joint sessions with the manual training and elementary departments of the National Educational Association. Resolutions were adopted which will be found on page 46.

### EXTRACTS FROM ADDRESSES AND PAPERS.

**Greeting.**—Hon. A. M. Dockery, governor of Missouri.—Long ago in our copy books we learned that "education is the chief defense of nations." The experience of later years has proved the truth of that assertion. Looking back we can see how, as villages grew to towns and towns to cities, a broader and higher education was demanded which uplifted the community and made possible its expansion. Knowledge of our needs is the foundation for providing means to meet them. Thus it is that the splendid public school system of this country has grown and developed. Here, as nowhere else, the child of poverty is the equal of the more fortunately endowed child of wealth, and the strength of mental attainments is the one measure of ability to receive the education which fits him to aspire to the highest position. Without it the poorer classes of the United States would be as indifferently informed as are the peasants of foreign lands. No lad in this country need be without the rudiments of a good education, and what he attains after that is only limited by his perseverance in mastering the college curriculum which covers the whole field of learning.

As instructors of Indians yours is a most important vocation. The missionaries who carried the gospel paved the way for your coming. With the acquirement of knowledge thus brought the first settlers of this continent began to realize, by comparison, the difference between them and their Caucasian brothers. True it is that not all of them were ready to accept the protection of our Government, but once accepted they have generally come to know the significance of the change that has been wrought until now many of the descendants of the aborigines are among our most honored citizens.

A grateful nation, therefore, looks on and applauds your efforts to augment still further the usefulness of the "Red Man of the Forest." Not only are the elements of an English education afforded him, but he is trained in the arts and sciences and in manual labor and is given the opportunity to become as learned and as skilled as any students or artisans. Slowly but surely the Indian, as we know him in history, is disappearing, and in his stead we find the educated, strong, and worthy citizen. Yours has been the task which effected this transformation.

I congratulate you upon the splendid showing you have made in several exhibit palaces. Here on these grounds are ample evidences of progress. Let the good work continue. It can not be too thorough. The educated masses of an otherwise savage people rise up to bless you. As the exponents of a nation's will, you lead them on in paths made bright and lives made useful by an awakened intelligence. The people of this country owe you a debt of gratitude for your sacrifices that these wards of the Government may be trained into the best of citizens. It is my pleasure, therefore, to welcome you to our State and to this, its chief city.

Our people are your friends and the friends of those over whom you exercise supervisory care. Each broadened life is a monument to the glory and power of our Government, which employs your hands to work its own grand purpose.

**Greeting.**—Hon. David R. Francis, president Louisiana Purchase Exposition, St. Louis, Mo.—I shall not only be remiss if I fail to extend to the Congress of Indian Educators a greeting but I shall not be true to my own feelings. I have had some official connection (for a short time only, it is true) with the Indian education of the United States. As Secretary of the Interior, 1896-97, it was my pleasant duty to have something to do with the Bureau of Indian Affairs. It gave me an insight into the management of that Bureau which I should never have had if I had not been connected with it.

I desire at this time to pay tribute to the devotion of the educators of the Indian. I well remember how I was impressed with the interest which those educators manifested in their duties, and with the fact that they were not working solely for the compensation given them by the Government. My experience and observation, and information from every source, are to the effect that when a right-feeling, proper-thinking American man or woman is placed in this place of responsibility—and it is a position of great responsibility to be called upon to teach an untutored race—there is evinced, beyond the compensation received, a deep-rooted interest in the welfare and in the elevation of the Indian which is well becoming to our Anglo-Saxon nation. I am, therefore, very glad, on behalf of the exposition company, to extend to you greetings this morning.

Speaking for the exposition management, and not dwelling at length, if at all, upon the scope and merits of the exposition, I wish to say a word in regard to its educational advantages in studying the exhibits of the products of all civilized countries, and attending the Congresses to be held in connection with the exposition, which are sufficient, in my mind, to make it a landmark in the great progress of human thought. The man or the woman, whoever he or she may be, who fails to take advantage of the opportunities here presented on inspection to human view within the small area of two square miles, will not be true to his duties to himself, and will never cease to regret it. I believe that this exposition is in itself a great educator, and it is highly proper that we should welcome the assemblage of educators. The management, therefore, extends a greeting to the Indian educators, and trusts your stay among us will prove a pleasant and profitable one, and that it may be prolonged to the fullest extent possible. On behalf of the management I therefore greet you.

**Greeting.**—Dr. Howard J. Rogers, chief of department of education and director of congresses, Louisiana Purchase Exposition.—On behalf of the department of congresses, I take great pleasure in welcoming you to the exposition. This is the first gun in the series of great educational conferences to be held within the grounds in the next eight days.

It is especially appropriate that on the banks of the great river which bears an Indian name, flowing through scenes which are of historic interest to the descendants of both races, and whose waters for so many years marked the boundary between the

advancing customs, manners and civilization of the invading races and the customs, tribal laws, and manners of the original holders of the soil, there should be installed at this great exposition of peace the first working exhibit of Indian schools and Indian instruction. It is particularly fitting that in this great exposition of processes there should be maintained a working exhibit of the Indian schools which shall demonstrate the methods and processes in use for the training of Indian children in those arts and crafts which help them to become useful members of society. It can not fail to be of the utmost benefit in impressing the people of this country with a sense of the obligation which they owe the wards of the nation in generously providing every reasonable means for the necessary industrial training to make them self-supporting, self-respecting, and law-abiding citizens.

I congratulate the superintendent of the Indian schools and the teachers and instructors within such schools on the very intelligent and masterful way in which you have presented the work of your Department, and extend to you the greeting and thanks of the exposition, not only for your presence here to-day, but also for the interesting addition to our educational exhibits.

**Greeting.**—Dr. Calvin M. Woodward, director of manual training school, Washington University, St. Louis, Mo.—I am on your program as the director of the manual training school of this university, therefore it is my great pleasure to meet you this morning. I welcome you on behalf of this university to this room and this building (which is a part of the Washington University) and to all these grand buildings belonging to the Washington University, and I felicitate you on your opportunity of being here this morning, and congratulate myself that I am able, for the first time, to lift up my voice in one of the departments of Washington University, which, after the fair is over, will be my home.

Two years ago I met you in Detroit. I am delighted to meet you again, and to welcome you to this new life and to the splendid opportunities offered here to-day and through the coming week. I congratulate you upon the progress you have made in two years. I have watched the growth of the Indian education, and I have seen with satisfaction how you have been leading on successfully a race to a higher standard of civilization. It is a great work; it is a noble work; and I am well aware that many of you are devoting yourselves to that work in a sort of missionary spirit, and I honor you for your devotion, enthusiasm, and patience; because I know this work requires infinite patience as well as infinite devotion. We want to give the Indian youth of this country the best we have to give. This universe has its doors wide open to every youth who intends to be something in the future. Start him well and thoroughly in the rudiments. Do not try to build the top story of your house until after the foundation is laid. Build the foundation well and the building will grow up, just as a well-planted tree will grow to its final and magnificent growth.

I welcome you to this room, which is a part of the Washington University, and with this word of greeting I bid you good morning.

**Greeting.**—Dr. F. Louis Soldan, superintendent of instruction, public schools, St. Louis, Mo.—There is a vague fitness in the school surroundings of the present day and the words of welcome which some of the representatives of the city of St. Louis have been invited to extend to you. Within the sphere of Indian education—within the sphere of Indian interest—this is historic ground. A few miles from here runs the Mississippi River, as it did at the time of Indian occupancy. Its waters tell the same story, and its name, given to it by the first inhabitants of this place, is Indian and tells us that before the white man came the Indians had owned that river and named it. A few miles north the Missouri tells the same story.

I welcome you to this city of St. Louis and feel like saying a few words of grateful recognition of what the education of the Indian race has done for us. It has emphasized before the white schools of this city, and for all those of the country, the principle that a man's or a woman's education—true education—must proceed along the line of his or her life work. Indian education, the training of the young men and women of that race, has pointed clearly to the importance of the manner of training and its importance in adjusting school education to the paths of life they follow. We all are aware of the great difficulties that beset your task. In all other schools the school is but a fractional part of education, but in the education of our Indian boys and girls you do more than simply teach the elements of reading, writing, and arithmetic. You go beyond your pupils to the Indian home, where your help and influence is amazing.

I wish to welcome you on behalf of the 80,000 children of this city. They appreciate and feel what is being done for the Indian; they feel an interest in the labors of the teachers. I welcome you on behalf of our citizens, who feel that a national pledge has been given to this race, which you in your schools are nobly redeeming. Show me the patriotic citizen and I will show you the friend of Indian education

and one who appreciates the teachers of the Indian race. I welcome you on behalf of the board of education and invite you to visit some of the schoolhouses that will keep their doors open for our welcome visitors. In fact, the doors of every schoolhouse in the city will open if you try to see what the board of education in St. Louis is doing for the white children. The doors of the schoolhouses are open now; the hearts of our citizens have been and are open to you at all times.

**Greeting.**—Miss Amelia C. Fruchte, normal and high school, St. Louis, Mo.—Many years ago, when I read Shakespeare's quotation "I'll put a girdle round about the earth in forty minutes," it did not dawn upon me that some time in this Middle West we would find a man who would do better, and would put a girdle around the earth in thirty minutes. Mr. Francis has put around this exposition a railway which in thirty minutes will take you around the world, as it were. Mr. Francis has enlisted the help and cooperation of all the races of the world.

To me the most interesting of the exhibits is the Indian exhibit. I believe if Pestalozzi were here his heart would throb for joy. I spent a number of delightful hours in the Indian building. I studied there the habitat of the race, and on the one side I saw at work the old Indians engrossed in the manufacture of their native wares, and on the other side we saw the young Indians acquiring the art of controlling themselves and fitting themselves for the responsibilities of citizenship.

On behalf of the women teachers of St. Louis I welcome Miss Reel and all her friends and coworkers to the exposition, where we all together shall learn what I presume we all conceive to be the great lesson of life.

**Greeting.**—Most Rev. John J. Glennon, Archbishop of St. Louis.—There have been so many greetings pronounced and so many welcomes extended that I am afraid that your convention will become altogether one of greetings, because by the time the greetings are exhausted then will come the parting, instead of getting in the solid work. Perhaps, after all, this is better than to take things too seriously, and I believe that most of our conventions consist of a greeting and a parting. Perhaps this is the sum total of life. We meet and greet and part again—to meet again, I hope.

I am delighted to see you to-day. As a friend of Indian education I greet you, and because of the consecration that I am sure is in your work you deserve a double greeting. Speaking of consecration to your work, I do believe that it would not be unfair for me to say also that I greet you as a representative of a church that has given many of its sons and daughters to the consecration and uplifting of the Indian race, and almost feel that I form here a kind of a bond between the past and the present—the past that is represented by those mission schools of the West—and I can almost fancy to-day I hear again the voice of some Gabriel or the monks of Santa Barbara summoning their little flocks together, that they may teach them the truths of knowledge and also those undying truths on which are based the consecration of the missionary board. Some of these missionaries are still living, and I am glad to know that you and they are working together, for there is one bond of unity in your work.

In his endeavors to go onward and upward we can greet the Indian as a friend and as a brother, under a common flag, in a common nationality, under the standard of the Blessed Savior, under the standard of the Almighty, the common Father of us all.

**Response.**—Dr. W. J. McGee, chief of department of anthropology, Louisiana Purchase Exposition.—It is a particular pleasure for me to accept on behalf of the Congress of Indian Educators, and on behalf of the department of anthropology as well, the greetings which have been so kindly extended this morning. It is true, as the fathers taught, that he is a public benefactor who makes two blades of grass grow where one grew before; but it is equally true, as we, their children, are learning, that he is a great benefactor who makes a spear of wheat grow where a blade of grass grew before. In other words, the great lesson of modern intellectual development is that it is not so much quantity that counts in the development of the world and in the development of our time as quality. And this is the lesson that has been taught in part by Indian education.

Now, a word with respect to the red race. Let it not be imagined for a single moment that in dealing with the red race we Caucasians are dealing with an inferior type of mankind. Let it be understood that this type of mankind indigenous to the Western Hemisphere is indeed noble; is indeed so noble and worthy that the law of intellectual interchange may benefit us who come in contact with them, just as they profit by contact with us. Think for a moment of some of the achievements and characteristics of our aboriginal landholders, of a race which formerly reigned over all this territory now occupied by our seventy millions of people. Think of the lessons we have gained from it. Those of us whose heads are touched with the snow of time remember that admirable and notable example of the world's oratory, General Logan, chief of the Mingo tribe. Never have I seen an Indian child disobedient to or disrespectful toward its parents or anyone else. In this particular we may well profit by the example of this people.

One final word with respect to the aim of Indian education, as I conceive it. I am perfectly ready to profit constantly by the spirit of such leaders of education as the Commissioner of Indian Affairs; as the Superintendent of Indian Schools, Miss Reel; or as Superintendent McCowan, who has charge of the Chilocco Indian School, and is also in charge of the Indian school here. I am always ready to profit by their experience and their devotion to Indian education, which, as I perceive it, embraces the making of better Indians and the improvement of the Indian as an Indian. It is true that the object, or one of the main objects, is to make citizens, just as it is the object of education among ourselves. But can not we make students of the Indian without de-Indianizing him? I think we can—by endeavoring to make better Indians; to make the Indian more confident of supporting himself; to make him more competent to enter into those struggles for supremacy in which we are all alike engaged whether we profess it or not, and to take his part in those struggles for progress which represent the making of all human activity. All these should be the aim in Indian education. I thank you for the opportunity of responding to some of the addresses of welcome.

**Response.**—Dr. John T. Doyle, secretary U. S. Civil Service Commission, Washington, D. C.—It may seem rash to say that anything is bigger than this big exposition, but there are several things bigger. One thing bigger is the hearts of our good friends who have given us this welcome and tendered us the freedom of this Utopia. Another thing that is bigger is the genius of those who have fashioned this vast aggregation of material progress, illustrating the triumph of man in studying the earth and human wants.

Civil-service examinations for appointments in the Indian service are made as practical as possible, but these in themselves are not sufficient to secure efficient employees. In addition, there is the probational test in the actual dealing with the Indian, in protecting his interests and guiding his development. This probation is the most important of the tests of fitness, as it is intended to test the possession of the requisite tact, character, and capacity in the actual performance of duty. If a teacher is lacking in force, industry, or enthusiasm, he should be dropped as failing in the most requisite qualifications. A Tammany leader criticised the civil-service examinations by saying: "I have seen many—oh, so many—young fellows who were bubbling over with enthusiasm and patriotism lying right down and losing all interest in their country after running up against a civil-service examination." A teacher, instead of lying right down and losing all interest in his profession, should work harder than ever to be a success. He has been appointed because of his standing in a competition of character and capacity and given a tenure dependent upon his diligence and subordination. It should be his interest to devote his abilities with sincerity and zeal to his task and make the Indian service a career.

**Response.**—Hon. Levi Chubbuck, special inspector, Department of the Interior, Washington, D. C.—Two years spent with those who are in the field as employees in the Indian service, many of whom have spent decades in the work, give me but little warrant to stand before the congress of Indian educators and respond to the kind greetings that have been extended to us; but the length of my service does not, I trust, measure the extent of my interest in the cause of Indian education nor the depth of my sympathy for the workers in the field.

President Roosevelt, in his first annual message to Congress, said: "One of the greatest needs of the Indians of the present generation is confident command of colloquial English." With this statement I fully agree, but make the point that the need is simply the means to an end, and by supplying that it will go further toward putting the Indian upon a self-supporting basis than will anything else.

Admitting that the speaking of English is a means to an end, along what line should Indian children be led in the acquirement and exercise of the accomplishment as being the surest to reach the desired result, namely, self-support? Along the industrial line will be the most general answer, or, to put it more correctly, along the line of physical rather than mental activities. Hence it is that under the policy of the Indian Office our Indian schools are largely of an industrial character, and instruction in shop, farm, and house work is supposed to have a prominent place in the educational scheme.

**Response.**—S. M. McCowan, superintendent Chilocco Agricultural School, Chilocco, Okla.—It gives me great pleasure to have this opportunity of responding to the many cordial greetings which have been extended to us this morning. I especially appreciate the many kind words of praise of our Indian Exhibit and Model School. These are primarily intended to illustrate the great progress which is being made in educating and uplifting the Indian.

Results are beginning to show. We are beginning to reap the harvest of years of sowing. We can now see for ourselves what Commissioner Morgan saw years ago—that Indian nature is but human nature bound in red. God never yet marooned a

soul. He started every human being out equipped with all the elements of manhood—all the elements of greatness. And he does not maroon the Indian's soul, for all the Indian needs, as Commissioner Jones has aptly said, is to be given a white man's chance.

I want the Indian exhibit to speak for me—it already speaks for itself. The exhibit and the model Indian school show in the most practical way possible the progress the Indian is making and the rapid strides he is taking toward civilization. The model school will show that the young Indian is being instructed not only in the ordinary English branches, but in the practical industrial arts, which will enable him in adult life to be self-reliant and self-supporting, and by consequence a good man and a good citizen.

**Efficiency in the Indian service.**—Dr. John T. Doyle, secretary, U. S. Civil Service Commission, Washington, D. C.—Since the methods employed in other schools need adaptation to fit them to the teaching of Indians, the subject of Indian education has problems which are peculiar to itself. Out of the deliberations of this congress of Indian educators come improved methods of instruction, appropriate text-books, unity of effort, and an organized system of education. As I have been identified with the cause of civil-service reform, I presume I shall be expected to speak to you upon the relations of that reform to Indian education. The character of Indian education depends upon the character of the teaching force, and it is therefore fundamental that those appointed shall be capable and of good character. The method of their selection should be designed to this end. To obtain suitable employees, particularly at remote places where the surroundings are not attractive, is very difficult, but vital. Then, too, the qualifications required are unusually varied.

The inherent difficulties in the way of securing employees for the Indian service are much greater than in almost any other service. The law requires that the service shall be recruited through free, open, competitive examination, and there is, therefore, the widest possible field for securing employees, irrespective of party, creed, or personal influence. In view of the peculiar conditions existing in the Indian service, persons selected for all positions, with the possible exception of physicians, should have teaching ability, as the purpose of their employment is essentially that of instruction. The examinations are designed, therefore, to test the knowledge of the competitor and to determine as far as possible his ability to impart instruction to others. They are made as practical as possible, and are modified from time to time as experience requires. Previous experience is given consideration in some of these examinations, and in the noneducational examinations it constitutes 60 per cent, while the elements of age and physical condition constitute the remaining 40 per cent.

The progress that is being made in civilizing the Indian is largely due to the efficiency of the teaching force. As a result of your individual efforts as teachers and your missionary zeal the Indian comes out of his isolation and savagery into assimilation with his white neighbors. From being a menace to social order he becomes a contributor to it and is absorbed into the civilization of the Republic.

We have but to witness the wise and good work that you are doing for the elevation of the Indian to see how ready has been his response to your appeal to his moral nature. That response has been greatest where your sympathies and labors have been strongest. Your work has proved that the Indian will advance in civilization by methods which will win his confidence.

One of the greatest forces in the betterment of the Indian has been the raising of the standard of the civil service and the retaining of faithful employees in office. We now have a system enforced to the end that the persons appointed in the Indian work shall be possessed of integrity, the requisite degree of knowledge, of experience, and of administrative capacity, sympathy for the Indian, and enthusiasm in the work of teaching. Where the lives and welfare of human beings are at stake it is vital that those put in charge shall be honest and capable.

The outlook in the Indian work is full of hope. The service has been largely taken out of politics, abuses are being remedied, and the Indians are making steady progress toward civilization and self-support. The noble missionary efforts of Christians, men and women, have prevented the entire destruction of the race, preserved its native arts and crafts, and directed the forces of civilization against nomadic and lawless tendencies. It rests with you to carry on this work.

**What's in a name?**—Miss Emily S. Cook, Office of Indian Affairs, Washington, D. C.—“I don't think Indian names are hard to remember,” said a newly arrived doctor on one of the Chippewa reservations over thirty years ago. “What do you call that Indian standing over there?” “Mo cūj e wénce,” was the reply, “and the one who can not say it correctly by supper time shall bring the water for the mess.” The doctor unhesitatingly agreed, but it was he who humbly carried the full water pail three hours later. Nevertheless, he persevered, until such names were readily memorized; for on that reservation Indian names, as a rule, have been retained,

translations have not been in vogue, and the names of philanthropic patrons or of persons of wide fame have been only sparingly introduced.

I still remember how we used to speak of Mrs. Wah bón a quod, wife of the stalwart and shrewd chief of the tribe, Mrs. Moh cūj e wénce, Mrs. Mesha ké ghe-shig, and others who were leading lights in the sewing society. I suppose those names had meanings, but we never knew them. Why should we? I can see now short-statured Kish kün i küt (his name meant “Stumps”), who used to kick the dogs out of church; or old wrinkled I áh by, whose name always seemed to me particularly musical; and I find on the allotment rolls to-day such attractive names as Ain dūs o gwón, John Sang wáy way, Wah sáh yah, Min o ké shig, Mah je ké shig, E quáy saine. They strike me as quite as desirable cognomens and quite as easy to remember as Lemnager, Magruder, Rosenberger, Westermeyer, or Von Dachenhausen, which I find in the Washington directory.

To be sure a teacher would be at a disadvantage in trying to be either affectionate or disciplinary with an eight-syllabled girl like Sáh gah ge way gáh bów e quay; but the e quay, which is only a feminine terminal meaning woman, might be dropped and a competent interpreter could cut out more syllables and still leave enough of the “gist” of the name to make it recognizable by her parents. Or, better yet, the father's name might chance to be the euphonious one of ‘Mon dá min, and Katherine Mon dá min, for instance, would be a dignified name heritage.

Not so with poor Mary Swollen Face, whose painful appellation appears on a pretty bit of sewing over in the Government building. Why should Nancy Kills a Hundred be doomed to go through life with such a bloodthirsty patronymic, or Eunice Shoot at hail with such an idiotic one? Louie Firetail is quite justified in writing as follows to the Indian Office: “My Indian name of Firetail as a family name is most unpleasant to me, especially the thought that my children must bear the name and hand it down in their turn. I therefore request you to assist me, through the proper channels, to change my name to Louie F. Finley, Finley being my wife's name.”

If it is now too late for Peter Poor Elk or Sam Slow Fly or John Bad Gun or Ada Parts His Hair or Lizzie Looks Twice to escape their name inflictions, at least the misfortune can be lessened by having their names written as one word with no hyphenating or capitalizing of syllables. But how much less handicapped for entrance into white civilization are Richard Sitahpetah, a Kiowa; and Ruth Cheschesbega, a Navaho, whose names I ran across recently with great satisfaction.

The names given by Indian parents to their children are often as suitable (even from our standpoint) for given names as for surnames. Why should Imogen be preferred to the Kiowa name Imguna, or Jack to Zapko? Why not have a few less Marys and Johns in the world and enrich our nomenclature by picking out gems from aboriginal matrices?

To saddle upon a child a name uncouth or silly or unknown to his relatives is bad enough, but to give to brothers and sisters varying surnames is a blunder hardly short of criminal. It has not been infrequent—more's the pity—for children of the same father and mother to be named, say Jane Moore, Harry Selden, and Christopher Columbus; wholly unnecessary embarrassment and confusion are likely to result in the future from such a short-sighted, lazy practice.

Of course reform should always have begun in the previous generation when it was much easier and there was much less of it needed. If thirty years ago schools and agencies had exercised the forethought and taken the trouble to enroll and address Indians by their own names, much of the present and more of future complications as to land titles and heirship rights would have been forestalled. But there is another generation on the threshold, and it was to give them a “fair show” that the circular of December 1, 1902, was issued by the Indian Office. The purpose of the circular was misunderstood and also, for the sake of smart paraphrasing, was misrepresented in the newspapers. Nevertheless, it remains true that if its principles are followed, particularly in the schools—if women and children are recorded with the names of their husbands and fathers as surnames—much loss, litigation, and fraud will be prevented in the days to come. Since we can not begin this work a generation behind us, let us begin it to-day, a generation before.

Let the Indian keep both his personal and his race identity. Individuality is as highly prized by him as by us. For the sake of his property it is necessary that he adopt our system of family names, but that is no reason why we should ruthlessly thrust on him our English names when his own will answer just as well, even better. We want to educate the Indian—lead him on, not stamp him out.

**Indian names.**—Miss Alice C. Fletcher, ex-president of the Anthropological Society of Washington, D. C.—A few days ago in one of our leading newspapers my eye caught the following: “They have strange names, these Omahas. The name of the father was Stomach Fat, while his boy's name was Walking Forked Lightning.”

This sentence was in a fragmentary account of an old Omaha ceremony in which the child was consecrated to the Great Spirit or Mystery, its feet symbolically clothed and set in the path of life, the sign of his kinship group put upon him, and he was enrolled as a member of the tribe. The ceremony was one of deep significance to the Indian, and it is equally so to the student who is seeking to trace the development of religious thought and expression. Its acts were accompanied by rituals replete with reverent feeling, and emphasized the dependence of man upon the Great Spirit and man's obligation to serve that power which gave him life. Yet the writer of the sentence quoted failed to catch the meaning of the ceremony, and by his flippant use of strange-sounding names turned a serious and interesting rite into burlesque.

The careless treatment of such rites and the misrepresentation of native ideas in the translation of Indian names deserves the attention of those interested in the welfare of the race. If we are to lift the Indian to our highest civilization, in which he is to take his place and act his part, we must not strike a blow at his self-respect by ignoring, on the one hand, the attainments of his ancestors, or, on the other, by giving him a name which conveys a repulsive or vulgar suggestion under the notion that it is the equivalent of his native name.

We have become accustomed to treat Indian names in an unfortunate manner. This treatment has several aspects. Some have a moral significance, others an historical bearing. Let us look at the latter a moment.

In tracing the history of our own personal names we are led backward toward the time when our ancestors lived and thought along lines not unlike those which obtain among the aborigines of this country. As we work our way backward in our search we catch glimpses of days when the members of the Alfred or elk council were designated by this society; when the power of the spear in the warrior's hand gave the name Gerald; or, as in the term daughter, when not relationship but the avocation of the girls as milkers of the cows was indicated; or, as in latter times, when the office or avocation became the surname, as Abbot, Marshal, Smith, Carpenter, Fletcher (arrow maker), and the like.

While we can thus catch glimpses of the history of our names, we are not able to trace the connection between the clan and the family name or the kinship name and the individual name. To find these connections we need a knowledge of lines of thinking that have long since been overlaid and lost. It is just at this point that aid is found by a study of peoples who are still living and thinking along more primitive lines of thought. It is a well-known fact that if we would understand the growth and development of law, of government, of social relations, and of religious thought, we must follow the stream of human progress back toward its sources—to the laws, government, social relations, and religious thought of peoples whose forward march has been at a slower pace than our own. Among such peoples we are able to observe conditions that lie back of recorded history and to investigate some of the foundations upon which rest the social structure of our environment.

The native tribes of our country afford a rich field for research of this character, for owing to peculiar conditions of fauna and flora the American race had moved forward less rapidly than our own more favored race; therefore the past history of the human family has been here conserved, so that social and other customs, long since outgrown by us, are found here in living force. This valuable ethnological research can be judiciously carried on without detriment to the Indians themselves by keeping it strictly confined to recording the past; a past that had its use, but its function is forever gone, as far as the Indian youth of to-day are concerned, for it can not survive under the conditions which now obtain save in cruel travesty. Every intelligent Indian will agree with me that while the ancient customs and languages of his race should be carefully preserved in writing as a part of a human record, the sooner they are inclosed within books the sooner will the race become one in language, and be united in custom and religion and brought into close and friendly relations with their white neighbors, and so be best for all.

Turning to the specific subject, Indian names, we find that the tribes of our country are divided into kinship groups similar to the clan or sept or the Latin gens. Each one of these groups had its name, which usually referred to some natural phenomena or objects, as the sun, the earth, the water, the thunder and lightning, the animals, etc. From these names arose a system of heraldry; the sign or totem of the object from which the group took its name became the symbol of the group and belonged to it exclusively. The individuals of the clan had a common right in the name, but could not use it as a personal designation. For instance, one of the gens of the Omaha tribe was called Tapa, but no man or woman could bear that name or add it as a surname to his individual name. Each person of this gens, however, was given one of a series of names, all of which referred to the deer, the sign or totem of the gens, so when an Omaha heard a person spoken of by one of this series of names he knew at once that the man or woman was a member of the Tapa gens.

The clan name was always given with religious ceremonies. These took place at infancy, during childhood, or later at maturity. In the latter instance the name taken replaced the baby name. These are sometimes fanciful, but many tribes have a series of six or seven names, one for boys and one for girls, denoting the order of their birth. "Winona" is the Dakota child name for the eldest or first-born daughter; "Konokaw" is the Winnebago name for the oldest or first-born son.

The custom for a man to take a new or added name to commemorate some individual experience or achievement is widespread among the Indians. These names are generally taken or announced at some public gathering and in such manner as to tie the act to a religious thought or rite.

Briefly stated, we learn from the rites connected with the bestowal of clan names and the customs pertaining to their use that a man can not live for himself alone; that he is bound to his kinship group by ties he may not break, and must never forget or disregard. This obligation is kept in mind by certain usages, as the tabu, which forbids the man to touch, use, or eat of the object referred to by his clan totem or sign; the custom which prohibits speaking to a person by his or her personal name or mentioning it in the bearer's presence, and the exclusive use of terms of relationship as a mode of address. Instances could be cited of the survival of some of these customs among ourselves, aside from those of the home circle, father, mother, etc.; but time forbids dwelling upon the long schooling of the race to inculcate the idea of the interdependence of men.

Turning to the use of translated Indian names, we are at once made aware of the wide difference between the structure of the English and the Indian languages. This difference is so great as to make a concise and truthful translation suitable for practical use all but impossible. In the Indian tongues the nouns are all qualified by descriptive suffixes or by some other device, so that it is impossible to speak of any object without describing it, as round, long, etc., or of any animal without indicating its position or action, as walking, running, sitting, lying, etc. Verbs are also qualified, so that a few words in an Indian language will present a picture or describe an action that can only be set forth in a more or less complex sentence of English. To illustrate: There is a well-known Dakota name generally translated as "Young man afraid of his horses." This translation gives an erroneous idea of the true meaning of the name, which is "The young man whose valor is such that even the sight of his horses brings fear to his enemies." The impracticability of using such a sentence as a name is apparent. The Dakota is far better.

Again, all clan names refer to the heraldic sign or totem of the clan and deal with some detail of the object or animal. In the latter instance it may be with some physical part or some peculiar trait of the creature. The Indian regards animals as endowed by the Great Spirit with life and what we may for convenience term "character." They bring help to man, as by food, or they strengthen him by their peculiar gifts; therefore no part of the animal is regarded with dishonor. All natural functions and conditions are accepted simply. So, in the instance given at the beginning of this paper, "stomach fat," a translation which does not carry the meaning of the original, does not present to the Indian a disagreeable thought. The word refers to the fat that envelops some of the internal organs—suet, we say—fat that was serviceable to the people and was one of the gifts the Great Spirit made to man through the animal. The name commemorates the gift.

The loss of original Indian names through the substitution of inadequate translation would be a loss to the history of the human mind. Aside from this historic aspect, such a substitution would be a grave injustice to the people who used these names. Adequate translation is impracticable, as we have seen, and anything less will place the people in a false light, not through any fault of their own, but because of ignorance and carelessness on our part. Humanity, not to speak of the higher claims of Christianity, demands that we beware of such action.

To a body of teachers I need not hesitate to speak of the obligation we are under to do all that lies in our power to help the race who called this country home before our fathers discovered the land we love so well. We desire the Indian's education that he may be fitted to enter upon the duties of manhood and cultivate the gentle graces of Christianity, but we can not successfully accomplish this desire if we disregard his rights as an individual or if we fail to recognize what was noble and worthy in his past history. It is not an easy task to substitute a strange language for one's mother tongue, nor is it easy to accept the fact that the career of one's race, as such, is over; yet such is the task before the Indian youth. His language, his ancient avocations, his racial beliefs belong to a time that has gone never to return; but there remains to him many noble heritages from the past, which it should be our pleasure, as it is our duty, to conserve, that he may feel the touch of Christian brotherhood as we help him to a place by our side, where he may be known by a name that was sacred to his fathers.



## RESOLUTIONS ADOPTED.

*Resolved*, That we thank the Secretary of the Interior for the unfailing support given to all efforts looking to the advancement of the Indian and improving his condition. That we are in hearty sympathy with the practical, businesslike administration of the Commissioner of Indian Affairs and commend his broad-minded and disinterested course in the conduct of the Indian school service. We also commend the Superintendent of Indian Schools for her untiring zeal and energy in the cause of Indian education, and especially for the practical reforms introduced in school work. Our thanks are tendered to Mr. R. A. Cochran, the president of the department, for the able and impartial manner in which he has presided over our meetings.

*Resolved*, That we tender our heartfelt thanks to Superintendent S. M. McCowan for the manner in which he has entertained our teachers, and extend to him our warm congratulations upon the great success he has made of the Indian school and exhibit.

*Resolved*, That we are especially gratified at the substantial progress made by the schools during the year and the general betterment of conditions affecting the Indian.

*Resolved*, That we commend the efforts of the Civil Service Commission to better the industrial service of the schools.

*Resolved*, That we gratefully tender our acknowledgment of courtesies extended and hospitality shown by the people of St. Louis, and offer our hearty thanks to the archbishop and other clergy, to the officials of the State and city, and members of the Universal Exposition management for their kind words of welcome and for their assistance in making our meeting a success. We also sincerely thank the local press for their reports of our proceedings and helpful notices.

## SYNOPSIS OF REPORTS OF SUPERVISORS OF INDIAN SCHOOLS AND OF SPECIAL AGENT DOWNS.

### REPORT OF SUPERVISOR A. O. WRIGHT.

*Yankton School, South Dakota.*—The school has been overcrowded, but I do not recommend any enlargement, because many pupils will next year attend public day schools. I was in charge of the Yankton Agency from December 16, 1903, to April 1, 1904. The Yanktons are quite well advanced. The allotted lands are mostly leased, but each of the able-bodied Indians cultivates some land. These Indians are friendly to education, and practically all children are in some school. The school plant is on a bench above the Missouri River, well adapted for water supply and for sewerage. The methods of discipline and teaching are good. The enrollment this year is 172, but the attendance has been less than that, owing to sickness causing children to be sent home. The baker has a practice kitchen in which two girls are detailed to cook for one table. Boys are detailed in the agency shops as apprentices. The quantity of supplies is as prescribed by the rules of the Indian Office. The quality depends on the inspection. There has been much improvement in this everywhere in the last few years. The tone of the school is good. The employees are faithful and moral, with a good influence.

*Tomah Indian Industrial School, Tomah, Wis.*—I note the largely increased number of Winnebagoes in this school, which is a sign of progress. In my opinion the school can wisely be increased in size to 300, thus equalizing the accommodations for the sexes and making it possible to carry permanently the additional teachers recommended. This school has no quarrels and little friction, which is mostly due to the wisdom of the superintendent. The present capacity of the school is 225 pupils—150 boys and 75 girls. If the capacity for girls were increased so as to match that for boys the total would be 300 pupils. There would not be any serious difficulty in filling it. The additional pupils would be mostly Winnebagoes. The Winnebagoes in Wisconsin are slowly being civilized by contact with whites. They dress in ordinary clothes and live in log houses or in tents.

The plans for new buildings include a dairy building, the enlargement of the hospital, and the erection of an industrial building. Dairy work is now going on under direction of a good employee. With a special dairy building he will be able to do better work. There is a good herd of Holsteins. It is planned to begin the school year with instruction in domestic economy, without waiting for the completion of the industrial building. The class-room teaching is all good, and some of it is excellent. There are two classes in cooking. Pupils are taught to cut and fit, and many girls learn beadwork out of school hours. Just now several of the boys are engaged in rebuilding a barn, which is good instruction in carpentry. On the whole, the work at this school is quite satisfactory.

*Oneida School, Wisconsin.*—Inclosed is copy of work actually done this year in the Oneida School in teaching industries in the class room. This is the best I have seen and shows the result of following the Course of Study.

*Kindergarten.*—Sewing: Pupils are now making little skirts for doll dresses. A picture of the skirt is drawn on the board, for which five drawings are necessary, showing the skirt as cut, with seam at back sewed, with opening hemmed, with bottom hemmed, and gathered at the top. After the children have been taught all the steps that lead up to these they are provided with materials for work. They have also a pattern which they cut from paper. As they work we talk about the different steps, thus bringing out a very simple language lesson. Gardening: All pupils are provided with hoe, spade, or rake, and go to the garden, each doing his part in making garden, planting, etc. We now show pupils that plants can not grow if the soil is too hard or if weeds are allowed to grow, so we loosen the soil and remove the weeds. On returning to the schoolroom pupils talk about the work done, why it was done, etc.

Cooking: We are now having a lesson about the dining room. Pupils are first taught neatness in the care of the room. We have the articles for setting a table; also pictures of the same on the blackboard, with the name of each. The class is divided into sections, and each takes its turn in preparing the table for a meal, each talking of the work done. Laundry: We have pictures of articles used in washing and ironing, and children may draw these or cut from paper.

First grade.—Sewing: Darning is taken up first. A drawing of a piece of cloth showing a large hole is put on the blackboard and the weaving indicated by means of colored crayons. Each child is provided with his own needles, scissors, and thimble and taught their use and the length of thread required. They are then required to darn holes in squares of coarse cloth before working on garments. The names of articles used in this and the hemming lesson are written on the blackboard, learned, and then used in sentences, both oral and written. Cooking: The children give a short list of utensils used, which the teacher writes on the blackboard. In another column is written a list of foods and the different articles employed in making them. Laundry: Names of articles and their uses.

Second grade.—Cooking: Bread making. Names of utensils and materials used are learned. The recipe is then written on the board, from which the children copy. They are shown the importance of making good bread, the action of yeast, and the result of careful baking. Sewing: Hemming napkins taught, with language work, oral and written. Laundry: Continuing work of first grade. Then the successive steps as given in the Course of Study are taken, each step constituting a lesson. Gardening: A good example of how gardening is taught is the following lesson on planting peas. Each child is given a pea and required to examine it. A little story is told the pupils about the pea, telling that the nourishment for it is contained in the seed. Lessons for preparing soil for planting having been learned, and the class having actually prepared the garden, the peas are planted by the pupils. Twice a week the class goes to the garden to care for it. It is weeded and the soil loosened. The peas have come up and the class has observed that the plant develops into successive leaves and joints of stem. Its progress is followed to the ripened seed.

Third and fourth grades.—Cooking class: The girls are taught to make various dishes from recipes written on the board. These cover all the dishes usually prepared for the ordinary family. The work done in the kitchen is reviewed in the class room and the pupils' knowledge tested. Each pupil has a recipe book, and recipes are copied from dictation. Pupils are required to write compositions telling of the work done in the class room and in the cooking class. Sewing: Patchwork and matching stripes. Pupils are now making buttonholes. A drawing is made on the blackboard showing a piece of goods with the buttonhole cut, a button, scissors, thimble, spool of thread, and needle. Pupils copy these drawings and are then given the articles represented. Each pupil is instructed how to cut the buttonhole, how to hold goods, and work the buttonhole. Language lesson follows. Laundry work: Pupils are taught the best day to wash and why; how to sort clothes and why; how to take stains from white clothes; how to wash colored clothes; reason for and manner of using bluing; why white clothes are dried in the sun and colored clothes inside; difference between hard and soft water and how to soften hard water; why white clothes may be boiled and colored clothes may not. Use of all laundry utensils explained. Detailed language lesson. Garden work: Pupils are given beds, and the commoner kinds of vegetables are planted. In the schoolroom the kinds of soil are discussed and differences noted. Value of rotation and use of fertilizers taught. Method of seeding, manner of growth, and use of seed explained. Language lesson.

REPORT OF THOMAS DOWNS, SPECIAL INDIAN AGENT.

On October 21, 1903, I visited the Indian schools at the Warm Springs Agency, in Oregon. Afterwards I visited schools as follows:

*Crow Agency, Mont., schools.*—They are somewhat crowded in schoolroom capacity here, yet good work is being accomplished.

*Fort Belknap, Mont., schools.*—Good work is being done in all grades here. I desire to especially compliment Mrs. Gilmore (teacher) on the very efficient work she is doing.

*Fort Simcoe, Wash., school.*—Good work is being accomplished at this place. I was especially well pleased with the deportment of the pupils.

*Fort Berthold, N. Dak.*—I found these schools under the charge of Mr. H. E. Wilson, a very able school man. The schools seemed to be in a very prosperous condition. No criticism was made with reference to the work.

*Darlington and Seger Colony, Okla., schools.*—These schools, I am pleased to say, were both being conducted along lines to secure the best results, as far as I was able to ascertain.

REPORT OF SUPERVISOR EDWIN L. CHALCRAFT.

I have the honor to report that since the beginning of the present fiscal year I have made official inspection of the following-named schools, and submitted detailed reports to the Office of my observations at each place, namely: Quileute School, Wash.; Grand Junction, Colo.; Haskell, Kans.; Kickapoo, Kans.; Fort Lewis, Colo.; San Juan Navaho, N. Mex.; Southern Ute, Colo.; Seger Colony, Okla.; Red-moon, Okla.; Cantonment, Okla.; Fort Sill, Okla.; Rainy Mountain, Okla.; Shawnee, Okla.; and Riverside, Okla.; besides being temporarily in charge of Neah Bay, Wash., superintendency to July 20, Sac and Fox, Oklahoma, October 9 to November 12, and Fort Lapwai, Idaho, from April 1 to date.

A beginning has been made on a new school for the Navaho Indians at San Juan River, New Mexico, and it is expected that the Fort Lewis school will be able to accommodate a large number of Navaho children, but even with these schools filled there will be many children on the reservation without school accommodations.

Since the destruction of the Shawnee school by fire last January the pupils have been housed in temporary quarters. The school has an excellent site and a good farm in the midst of a thrifty community, and should be rebuilt as soon as possible.

At the other places visited accommodations have been provided for about all the scholastic population available.

With one or two exceptions, the actual work of the schools was found to be progressive and the employees faithful and efficient, with few exceptions. The influence of returned students is becoming more apparent each year as their numbers increase. Generally, they are educating their children and urging others to do so.

*Fort Lewis School, Colorado.*—This school is located about 5 miles south of Hesperus, a station on the Rio Grande Southern Railway, and in the La Plata Valley, at an elevation of about 7,800 feet. The country about the school is arid, making it necessary to depend entirely upon irrigation to produce crops. Some of the buildings are in fairly good condition; others will require considerable repairing. The sewer system is in good condition and adequate. The attendance at the time of my visit was 160. The school has 6,360 acres of land, partly under fence. The crops raised last year were: Forty acres of oats, producing 1,516 bushels; and 17 acres of garden, producing a fair crop of potatoes and small vegetables. The school stock is in good condition and consists of 13 horses, 100 head of cattle, and 11 hogs.

The boys' clothing and shoes are repaired in the tailor and shoe shops, in charge of young Indian employees well qualified for their positions. The superintendent seems to be a man well qualified to build up the school, and he is working energetically with that end in view.

*Seger Colony School, Oklahoma.*—With few exceptions, the Indians at Seger Colony are self-supporting. The principal products are corn, oats, and hay. Fair quantities of vegetables can be produced. The school is located in a grove of native trees on Cobb Creek, 15 miles southeast of Weatherford, Okla., and possesses an abundance of good farming and grazing land. The buildings are generally in good repair. The water is pumped from a well 30 feet deep into a tank on a stone tower 50 feet high. The sewer is in good condition. An acetylene-gas plant is being installed for lighting all the buildings. The farming operations and stock raising are the special features of this school. They raised last year 1,000 bushels of wheat, 700 bushels of oats, 1,400 bushels of corn, 150 bushels of rye, and about 300 tons of hay.

The general tone of the school is elevating and the relationship between employees and pupils excellent.

*Red Moon School, Oklahoma.*—This school is located 20 miles north of Elk City, Okla., the nearest railroad and shipping point. Forty-two pupils were in school at the time of my visit. I have no adverse criticism to offer concerning the class-room work. The domestic affairs are very well managed. The buildings are clean, and the pupils are supplied with proper food and clothing. The school has 1,280 acres of land—about 300 excellent soil and the remainder good grazing land.

Superintendent Blish appears to be doing good work. The moral atmosphere of the school is excellent.

REPORT OF SUPERVISOR M. F. HOLLAND.

*Umatilla School, Oregon.*—The general tone of the school was found to be poor, caused principally by friction between employees. The industrial work was at a very low ebb, the literary being a little better. The buildings are good and ample, the only additional one needed being a dairy and meat house and an addition to the laundry. A mission school on this reservation was found to be doing good work.

*Warm Springs School, Oregon.*—Plant, good; general management, fair. The needs of the school are: Improved water system to give a purer supply; removal of barn to higher ground back of school; employment of carpenter; more and better farm and garden work, and better fire protection.

*Salem School, Chemawa, Oreg.*—This plant is an excellent one, in fine shape, and doing good work in the industrial and literary departments. Suggestions: Enlarged water and sewer systems; change in the method of purchasing wood; the dropping of a number of white and aged pupils; more thorough physical examination of pupils before bringing them to the school, and change of name from Salem to Chemawa. During my rather lengthy stay at this institution it was seen that the name "Salem" caused confusion in post-office and telegraphic addresses, and to travelers.

*Siletz School, Oregon.*—The general tone of this school was found to be fairly good. The farm and garden work was not as good as it should be, and the schoolroom work was poor, the children reciting in a very inaudible manner. Fire protection was poor.

*Grande Ronde School, Oregon.*—This is a poor plant, in poor condition, but sufficient, in view of the steadily decreasing attendance, for future needs, provided necessary repairs be kept up. The farm and garden work was good, and the literary work very good.

REPORT OF SUPERVISOR J. FRANKLIN HOUSE.

I have the honor to submit the following annual report of supervisor's district No. 3, comprising the States of South Dakota and Nebraska and part of Minnesota, to which district I was assigned September 1, 1903.

*Rosebud Agency, S. Dak.*—A very complete and thorough system of schools is maintained here, there being 3 boarding schools and 20 day schools. Of the boarding schools, two—St. Francis, Catholic, and St. Mary's, Episcopal—are conducted by their respective churches and receive no aid from the Government. A high order of work is accomplished at both of these schools. The Government boarding school is an excellent plant and well located. At the time of my visit—September—the attendance was not equal to the capacity, but I am informed that there was a full attendance later. The 20 day schools had a total enrollment of 472 at the time of my visit. The day schools are doing much to make education popular and create interest on the part of the parents.

*Pine Ridge, S. Dak.*—A very similar system of schools as at Rosebud is found here, there being 1 mission boarding school, 1 Government boarding school, and 30 day schools. The schools of these two reservations are well equipped to give literary and industrial training, especially practical lessons in farming under irrigation, which must be of much value to these people, who in all probability will make their homes in this country for many years to come.

*Genoa, Nebr.*—With exceptions of a few old buildings, this plant is good and situated in a good country. There is an excellent school building here, and the literary work is well organized. The industrial training is also an important factor. The attendance at the time of my visit was 307.

*Flandreau, S. Dak.*—This school is known as "Riggs Institute." The plant and character of the buildings are similar to the Genoa school, though the capacity is somewhat greater. There were 385 pupils enrolled at the time of my visit, which is the largest enrollment of any school of the district, and the many new and modern buildings entitle this school to first rank of nonreservation schools. The character of the work is good.

*Pierre, S. Dak.*—Plant has capacity for 150 pupils, with an enrollment of 170. This school has taken on new energies, and the indications are that a school of 200 pupils can be maintained here. Much interest is manifested by employees, also by citizens of the city of Pierre.

*Rapid City, S. Dak.*—This until a year ago was a small school, having a capacity of 80 pupils. New buildings have been added, and at the time of my visit 221 pupils were present. This school is noted for its excellent location and irrigated farm land. The literary training is equal to the average school of this class, and there are excellent opportunities for giving instruction in farming and gardening under irrigation and fruit culture.

*Yankton Agency, S. Dak.*—The agency boarding school has a capacity of 120 pupils, and has had an attendance in excess of this number. The Indians of the agency are citizens, and as the unallotted lands have been sold and many white settlers are located on what was formerly a reservation, a number of public or district schools have been organized and about 75 Indian children have attended same. As the schools were closed at the time of my visit I had no opportunity to judge of the

character of work done, but heard much said in their favor. It is to be hoped that these public schools may grow in interest and efficiency and be able to provide increased facilities for the education of these people.

*Santee Agency, Nebr.*—In many respects the conditions affecting education are the same here as at Yankton. The Government boarding school had closed for the summer vacation at the time of my visit, but, judging from general indications, a fair order of work is accomplished. Public or district schools are being organized here and the education of these people is passing to the control of State and local influence.

REPORT OF SUPERVISOR CHARLES H. DICKSON.

*Klamath, Oreg.*—Location excellent; has magnificent spring water and beautiful surroundings. A new dormitory is needed for the boys. The industrial training in gardening and farming is made a prominent feature. Dairying is also taught. The girls are instructed in all branches of domestic work and also in all branches of butter making. The Course of Study is followed as far as possible and is found to be very helpful. In moral tone and in matters of discipline and general management this school stands deservedly high.

*Yainax, Oreg.*—Location, undesirable. Water, poor. Buildings old and uncomfortable. Unless better water can be provided, it will be wise to consolidate this school with the Klamath School. The moral tone is excellent, and also discipline. The industrial training is carried on as far as possible with limited facilities.

*Fort Bidwell, Cal.*—Location is excellent, buildings in good repair, and fine land for farming, gardening, and stock raising. Water is excellent and in abundance. This school should have from 100 to 150 pupils, and, if prejudice of Indians can be overcome, will easily accommodate that number. Under the present superintendent the surroundings have been greatly improved by the removal of several camps of Indians in too close proximity to the school. Moral tone and discipline are of the best. The course of study is followed as far as practicable.

*Round Valley, Cal.*—Good location, good land, and good water. New schoolroom and assembly hall needed. Industrial training given to boys in farming, gardening, and care of stock, and to the girls in household duties, sewing, etc. Indians are very friendly to the school and its work. The general management as well as the moral tone of the school is distinctly creditable.

*Hoopa Valley, Cal.*—Location good and water abundant. Some of the buildings are old and unsuitable. Boys' dormitory is in an old warehouse, scarcely habitable. A new dormitory for the boys should be built at once. The industrial training for boys in shops and on farm and garden, and for girls in domestic pursuits and raising poultry, is excellent, considering facilities. The management as well as the moral tone of the school is excellent.

*Independence Day School, California.*—Building, erected by Indians, old and unsuitable; new building required. By reallotting of land to Indians entitled thereto, the attendance of the school was increased by seven new pupils. Moral tone very good; discipline excellent. Sunday school maintained regularly by teacher.

*Big Pine Day School, California.*—School building here was erected by Indians assisted by whites. A well is greatly needed at the school. Class-room work is creditable. Pupils are taught sewing, mending, etc. Moral tone good; discipline excellent.

*Bishop Day School, California.*—Building owned by Indian Association of California. Teacher has resided and taught here for about ten years. Religious exercises conducted by Presbyterian missionary are held each morning for one-half hour. Moral tone good and discipline excellent.

*Walker River Day School, Nevada.*—Buildings in a fair condition. Moral tone fair; discipline fair.

With possibly one exception these schools are accomplishing great good, and their influence is being felt not only with the pupils, but with their parents, who are gradually growing out of their old-time customs and are adopting civilized methods and habits. Citizens generally among whom the Indians are living attest this fact.

*Carson City, Nev.*—Location not of the best. Water scarce. Land sandy and poor. New schoolroom and assembly hall and hospital have been provided for, as well as an increase of water supply for irrigation, etc. Class-room work is creditable. Industrial training of the best—in the shops and on the farm—is given. The training of the girls in household and domestic work is also good. The management of the school and moral tone of the same are good.

*Riverside, Cal.*—Location of school is excellent. Climate superb. Environment is of the best. With a population of over 10,000, Riverside has not a single saloon. Buildings are new and in excellent repair. Grounds are spacious, and beautifully

ornamented with lawns, flowers, palms, and shrubbery. The class-room work is excellent. The industrial training of the boys in the garden and upon the farm is fully equal to the best. The training in shops is not what it should be, owing to lack of facilities. It is hoped that workshops will soon be provided. The training of the girls in useful as well as ornamental handiwork is also of the best. With shops for boys this school, in its appointments, etc., will be second to none. The moral tone of the school is excellent and its management is in excellent hands.

*Soboba Day School, California.*—Location good. Building in good repair; grounds well kept and well shaded. Work of the school creditable. Midday meal furnished pupils of all day schools in California. Moral tone and management excellent.

*Potrero Day School, California.*—Location good. Building very poor, unpainted, and sadly in need of repairs. The work of the school is good.

*Pechanga Day School, California.*—Location poor. Water scanty. Buildings need repairs and painting outside and inside. Work of the school is creditable. Tone of the school very good.

*Pala Day School, California.*—Location good. Water in abundance. Building in fair condition, but needs ceiling on the inside and painting on the outside. Work is very satisfactory. Moral tone is excellent.

*Rincon Day School, California.*—Location poor. Water scarce. Building is old, unpainted, and generally dilapidated in appearance. Two living rooms should be added, although a new building would be better. The work is fair and the tone of the school is good.

*La Jolla Day School, California.*—Location excellent. Buildings generally are in good repair. Work of the school is good; moral tone is excellent.

Adjoining this school the Episcopal Church has a mission established, where regular religious services are held. Indian women and girls are taught lace making.

*Mesa Grande Day School, California.*—Location good. Buildings are in a wretched condition; in fact, are discreditable. A new school building is required immediately as well as an addition to the living rooms. Work of the school is very good and the moral tone is excellent.

*Capitan Grande Day School, California.*—Location fair. Buildings need repairs and painting inside and outside. Water is scarce and unwholesome; a well should be provided at once. The work of the school is very creditable; the moral tone is excellent.

*Fort Mohave, Ariz.*—Buildings generally in good condition. New school and assembly rooms and dining hall and kitchen are under construction. Good water and good land. The class-room work is very creditable. Industrial training of boys in shops, garden, and farm is very good, and the training of the girls in domestic science and household duties is of the best. The moral tone and the general management are excellent.

*Truxton Canyon, Ariz.*—Location good. Buildings are all new and in good condition. Water is sufficient for present needs. A new well is being sunk, and, if successful in getting plenty of water, more land will be cultivated. The class-room work is generally good. Industrial training of the boys in shops and on the farm and garden is very good. The girls receive instruction in all kinds of domestic work. Moral tone is excellent and the management is also excellent.

*Western Navaho, Ariz.*—Location isolated, but good. Buildings are very poor and ill adapted to needs of the school, being old adobe houses of the Mormons, from whom the land was purchased. Land is excellent. Water sufficient for all purposes. Class-room work of the Hopi School very poor. Other class-room work was good. The industrial training of the boys upon farm and garden is good (no shops), and the training of girls in household duties is also good. The moral tone is good and the management is excellent.

*Fort Yuma, Cal.*—Location good. Water in abundance. Buildings in good repair. Schoolroom and assembly hall needed. In class-room work there has been vast improvement since my visit last year. In industrial lines everything is done that can be done for the boys and girls with the very limited facilities at hand. The moral tone and the management are excellent.

*Yakima, Wash.*—During the year I was called upon to visit this school. The attendance has largely decreased. The grounds and buildings are in poor condition and show general neglect and decay. The moral tone was poor and the schoolroom work very unsatisfactory.

*Copy*

Wister, Indian Territory, March 13, 1900.

To The

Honorable Secretary of the Interior,

Washington, D. C.

Sir:

The proposed modifications of the Department's Rules and Regulations for the government of schools in the Choctaw Nation, have been communicated to us, members of the duly authorized, qualified and acting Board of Education for the Choctaw Nation, by Captain J. S. Standley, Delegate from said Nation to Washington City.

It is understood from the Delegate's communication submitting said proposed modifications, that the same are to be adopted and promulgated by the Department as accepted by the school authorities of this Nation.

In order to a mutual and intelligent understanding of the practical application of the aforesaid Rules and Regulations, as modified, we beg to submit our interpretation of the same, as follows:

Section 1-- That the funds available for educational purposes shall be applied to the education of children of Indian blood, with due respect to an equal distribution of said funds, with the exception that preference be given to orphan children of Indian blood, of school age.

Section 2-- That there shall be no boarding schools other than orphan or boarding schools; the other boarding schools to be closed upon the immediate adoption of these Rules and Regulations.

Section 3-- That the establishment, maintenance, and conduct of the schools of the Choctaw Nation shall be according to the laws of the Choctaw Nation, so far as may be consistent with the provisions of the Dawes-Choctaw-Chickasaw Agreement, and the supervision of the Secretary of the Interior, as exercised through said Regulations.

From this we understand that the Choctaw laws shall govern in the establishment, maintenance and conduct of the schools in the Choctaw Nation, except where the said Agreement assumes specifically to control, or authorizes Departmental supervision.

Section 4--- That the standard of proficiency of Superintendents and teachers eligible to school service in the Choctaw Nation is to be fixed by said Rules and Regulations. That the compensation for such service is also to be fixed in a manner prescribed by said Rules and Regulations.

Section 5---That the appointment and selection of Superintendent, teachers and other employees, is to be made by the Choctaw school authorities, and the School Supervisor; and that such Superintendents, teachers and employees may be removed or dismissed by the joint action of the Choctaw authorities and the School Supervisor.

Section 6--- That the accounts and vouchers for the pay of school superintendents, teachers and other employees, and for other expenses incurred in the establishment and maintenance of said schools shall, before payment, be submitted to and receive the approval of the proper school authorities of the Choctaw Nation, and School Supervisor. Payment of such compensation and expenses to be made ~~xx~~ by the United States Indian Agent, Union Agency, upon certificates from the aforesaid authorities.

Section 7--- That in case of disagreement between the Choctaw school authorities and the School Supervisor, where their joint action is required, such matters shall be submitted to the Superintendent of Schools in the Indian Territory, designated by the Secretary of the Interior, and by the said Superintendent temporarily adjusted until such matter shall be communicated to the Secretary of the Interior for final adjustment and determination by him.

We do not understand by this that the said Superintendent of Schools shall, in passing his judgment in the matters of disagreement, exercise or enforce arbitrary rules without immediate recourse to the Secretary of the Interior.

Section 8--- That the schools in the Choctaw Nation shall continue as long as available funds will permit, but not to exceed forty (40) weeks in any one year. The the United States Indian Agent shall keep the proper school authorities fully advised as to the amount of funds in his hands available for school purposes.

Section 9--- That in order to uniform management and control of the schools in the Choctaw Nation, and to avoid unnecessary confusion, the moneys ~~are~~ annually appropriated by Congress for the education of Choctaws, in fulfillment of treaty stipulations, or otherwise accruing for that purpose, shall also be applied to the maintenance of Choctaw schools under the same Rules and Regulations as under the Dawes-Choctaw-Chickasaw Agreement.

To the foregoing Rules and Regulations as understood and interpreted by us, we respectfully submit our exceptions, and beg leave to offer the following amendments.

That in Section 4 of said Rules and Regulations, lines four and five, strike out the words "as herein prescribed", and change to read "as prescribed by the laws of the Choctaw Nation". Lines nine, ten and eleven, of said Section, strike out the words "shall be fixed by the proper officers of said Nation and said School Supervisor", and change to read "shall be as provided by the laws of the Choctaw Nation".

Strike out Section 5 and insert in lieu thereof the following, as a substitute: "The Superintendents, teachers, and other employees, shall be selected and appointed by the proper officers of said Nation, subject to the approval of said School Supervisor, and may be removed and dismissed in like manner".

Under the foregoing interpretation of said Rules and Regulations, and with the amendments as proposed by us hereinbefore set forth, we, members of and constituting the duly authorized, qualified and acting Board of Education of the Choctaw Nation, accept said amended rules and regulations as applicable to the government of said schools in the Choctaw Nation.

Respectfully,

(Duly signed by the proper persons)



Passed the House this \_\_\_ day of \_\_\_\_\_, 1900.

\_\_\_\_\_  
Speaker of the House.

Attest:

\_\_\_\_\_  
X Clerk of the House.

Passed the Senate this \_\_\_ day of \_\_\_\_\_, 1900

\_\_\_\_\_  
President of the Senate.

Attest:

\_\_\_\_\_  
Secretary of the Senate.

APPROVED: This \_\_\_ day of \_\_\_\_\_, 1900.

\_\_\_\_\_  
Governor Chickasaw Nation.

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REGULATIONS  
CONCERNING  
EDUCATION  
IN THE  
INDIAN TERRITORY.

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REGULATIONS

CONCERNING

EDUCATION

IN THE

INDIAN TERRITORY.

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ADDITIONS AND AMENDMENTS TO THE RULES AND REGULATIONS PRESCRIBED NOVEMBER 4, 1898, BY THE SECRETARY OF THE INTERIOR UNDER THE GENERAL PROVISIONS OF THE ACT OF CONGRESS APPROVED JUNE 28, 1898, (30 STATS. 495) TO GOVERN MISCELLANEOUS MATTERS IN THE INDIAN TERRITORY.

Under the general provisions above referred to the following rules and regulations shall apply in all cases not provided for by specific agreements heretofore ratified by Congress and the nations interested, or that may hereafter be ratified by such nations, and regulations hereafter prescribed in such agreements.

EDUCATION.

SECTION 1. There shall be appointed by the Secretary of the Interior a capable, competent, and discreet person, to be designated as "Superintendent of Schools in Indian Territory," whose duty it shall be to visit, inspect, and organize or reorganize the schools and orphan asylums located among the Five Civilized Tribes. He shall administer the educational work of these schools and orphan asylums, prepare courses of study, and report to the Commissioner of Indian Affairs what, in his judgment, are the defects in them in system, in administration, or in the means for the most effective advancement of the pupils therein, and what changes are needed to remedy such defects as may exist, and to perform such other duties as may be imposed upon him by the Commissioner of Indian Affairs, subject to the approval of the Secretary of the Interior. He shall also assign the several supervisors to their respective duties.

SEC. 2. There shall be appointed by the Secretary of the Interior a "School Supervisor" for each of the nations as shall be hereafter determined.

SEC. 3. That it shall be the duty of each school supervisor to visit and inspect the schools and orphan asylums of the nation for which he is appointed, to assist in their organization or reorganization, and to have specific oversight of the same. He shall, as soon as possible, upon blanks to be furnished by the Indian Office, prepare a list of all teachers and other persons now employed in the school service of the nation under his supervision. This list shall show the name, position, salary, school or orphan asylum at which employed, date of entering on duty, sex, race, age, single, married or widowed, birth place, legal residence, previous occupation, date of original appointment to the position now held, and by whom appointed. It shall also be accompanied by a full

and complete report upon the employees, giving the opinion of the supervisor as to the character, efficiency, and effective industry of each, and whether the same should be retained in the service. The supervisor should also report upon the character, condition, size, date of erection, and approximate cost of each school or orphan asylum, and submit a rough plan of the same. These reports shall be forwarded to the Superintendent of Schools in Indian Territory, and by him, with whatever recommendations he may see fit and proper to make through the United States Indian Inspector for the Indian Territory to the Indian Office, there to be made a matter of record.

SEC. 4. So far as the same can be applied, the rules for the Indian School Service, 1898, shall be used in the government of schools and orphan asylums of these nations, which are supported out of funds under the direction and control of the Secretary of the Interior.

SEC. 5. That the number and kind of employees at each of the institutions to which these regulations apply shall be prescribed by the Secretary of the Interior, and none others shall be employed. That all regular employees, both white and Indian, must, before entering upon duty, take and subscribe to an oath of office or affirmation. That before the close of the fiscal year the Superintendent of Schools in Indian Territory shall submit a list of such positions and salaries as he shall deem necessary for the ensuing fiscal year for each school and orphan asylum under his charge, accompanying the same with a list of the positions and salaries for the current fiscal year.

SEC. 6. That the Superintendent of Schools in Indian Territory, subject to the approval of the Secretary of the Interior, shall select and nominate for all authorized positions competent and suitable persons for whose fitness for the performance of the duties of the positions for which they are nominated, the Superintendent of Schools in Indian Territory will be strictly accountable.

SEC. 7. That any nomination which, for any reason, is unsatisfactory will not be approved, and in all cases the Department will exercise the power of direct appointment when the interest of the public service may seem to require it.

SEC. 8. That in every case where the appointment of an employee has been made directly by the Secretary of the Interior without the previous recommendation of the Superintendent of Schools in Indian Territory such employee shall not be discharged without permission of the Secretary of the Interior, but if such employee becomes objectionable a full report of all the facts must be made and action awaited thereon.

SEC. 9. That hereafter no warrants or orders shall be issued by the respective nations for salaries or other expenses of the schools and asylums supported out of the royalties on coal, etc., or over whose schools and orphan asylums the Secretary of the Interior has, by law or treaty, supervision and direction.

SEC. 10. That sections 17 and 18 of the "Rules and Regulations Governing Mineral Leases, etc.," approved November 4, 1898, be amended so as to provide that the salaries of teachers and other school and orphan asylum employees of any tribe or nation to which these regulations apply shall be paid by the United States Indian Agent for the Union Agency, after the approval of the service by the Commissioner of Indian Affairs upon blanks to be furnished for that purpose, as in the regular government Indian schools.

SEC. 11. The Superintendent of Schools in Indian Territory will cause as many day schools to be opened as funds available will permit.

SEC. 12. For the maintenance of each of the boarding schools and orphan asylums to which these regulations apply the Commissioner of Indian Affairs may enter into an agreement with the present superintendent thereof, provided said superintendent be willing to enter into such an agreement and is competent for the performance thereof; otherwise such superintendent shall be relieved and a contract entered into with some one who is competent to perform such duties and willing to enter into such an agreement.

SEC. 13. This agreement shall require the person with whom it is entered into (1) to manage the school, subject, so far as practicable, to the rules for the Indian School Service, 1898; (2) to equip and maintain a boarding school, or orphan asylum as the case may be, at the place designated during such time as may be stipulated; (3) to care for and educate under this agreement at said boarding school or orphan asylum during the period stipulated in a manner satisfactory to the Commissioner of Indian Affairs, the number of pupils named in the agreement, which pupils must be of school age, unless by special order of the Commissioner of Indian Affairs; no pupil to be received into the boarding school of any nation except children of the members of that nation; (4) the Secretary of the Interior will prescribe the number and compensation of employees, whose salaries will be paid as provided in section 10 hereof; (5) the contractor making the agreement shall instruct pupils in the ordinary branches of an English education, teach them the effects of alcoholic drinks and narcotics upon the human system, as required by act approved May 20, 1886; (6) the contractor shall observe with appropriate exercise all national holidays; (7) he shall instruct pupils as to the duties and privileges of American citizenship; (8) he shall supply the pupils of the school or orphan asylum with suitable and sufficient clothing, subsistence, lodging accommodations, medical attendance, school books according to the course of study prescribed by the Superintendent of Schools in Indian Territory, stationery, school appliances, and all articles necessary to their personal comfort; (9) he shall have school room exercises on five days of each week, with such exceptions as may be noted; (10) he shall report concerning said schools

as may be required by the Commissioner of Indian Affairs, upon blank forms to be furnished by the Indian Office; (11) he shall not transfer this agreement or any interest therein, as provided by section 3737 of the United States Revised Statutes, to any other party or parties, it being understood that if this agreement or any interest therein shall be transferred by the contractor the agreement shall be abrogated, but all rights of action for breach of same will be reserved; (12) the Superintendent of Schools in Indian Territory will agree upon a rate per quarter as compensation for every pupil fed, clothed, lodged, cared for and taught under the agreement, payment for each quarter to be computed upon the average attendance of pupils in said quarter; (13) payments under the agreement to be made at the end of every quarter upon vouchers in duplicate duly certified by the United States Indian Agent for the Union Agency that the boarding school, or orphan asylum as the case may be, has been maintained and managed according to the true intent and meaning of the contract; (14) the agreement shall also provide for the abrogation of this contract on a notice of fifteen days, provided the contractor has failed to comply with the agreements and stipulations; (15) the school to be subject to inspection at all times by the officers of the Department; (16) all agreements entered into must be made subject to the approval of the Secretary of the Interior.

SEC. 14. The salaries of employees of the boarding schools and orphan asylums will be paid by the Government out of funds available for that purpose, and are not to be included in the amount allowed for maintenance of said schools or orphan asylums under agreement as above provided.

SEC. 15. Teachers at day schools will not be furnished quarters, but contractors and employees at boarding schools and orphan asylums will be allowed the use of one room for each; provided, upon proper representations of the necessity therefor, the Superintendent of Schools in Indian Territory may allow additional room.

SEC. 16. No employee of the schools and orphan asylums will be entitled to receive from funds set aside for support of schools any further compensation or allowance either in subsistence, materials, fuel, feed for animals, or otherwise than the amount designated as the salary of said employee.

SEC. 17. The compensation of the Superintendent of Schools in Indian Territory shall be three thousand five hundred dollars (\$3,500) per annum, with commutation of subsistence at the rate of three dollars (\$3) per diem, when absent from his office on official business, and also all actual and necessary expenses for transportation and sleeping car fare; payable from the funds of the several tribes or nations as may be directed by the Secretary of the Interior.

SEC. 18. The compensation of each of the supervisors of schools shall

be one thousand five hundred dollars (\$1,500) per annum, with commutation of subsistence at the rate of three dollars (\$3) per diem, when absent from his office on official business, and also all actual and necessary expenses for transportation and sleeping car fare; payable from the funds of the tribe for which he is appointed which may be applicable.

SEC. 19. The Commissioner of Indian Affairs will designate the place where the Superintendent of Schools in Indian Territory and each of the school supervisors shall have their offices, upon the recommendation of said Superintendent of Schools in Indian Territory.

SEC. 20. All official communication from the superintendent of schools in Indian Territory, supervisors, and other employees must be forwarded through the United States Indian Inspector for Indian Territory, who will indorse on same such recommendations and suggestions as may be deemed necessary by him.

SEC. 21. The right to change, modify, or amend these regulations is reserved.

THOS. RYAN,  
*Acting Secretary.*



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# RULES AND REGULATIONS

GOVERNING

MINERAL LEASES, THE COLLECTION AND DISBURSEMENT OF  
REVENUES, AND THE SUPERVISION OF SCHOOLS  
IN THE INDIAN TERRITORY,

UNDER THE

GENERAL PROVISIONS OF THE ACT OF CONGRESS APPROVED  
JUNE 28, 1898. (30 STATUTES, 495.)

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**RULES AND REGULATIONS**

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**GENERAL PROVISIONS OF THE ACT OF CONGRESS APPROVED  
JUNE 28, 1898. (30 STATUTES, 495.)**

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**RULES AND REGULATIONS PRESCRIBED BY THE SECRETARY OF  
THE INTERIOR UNDER THE GENERAL PROVISIONS OF  
THE ACT OF CONGRESS APPROVED JUNE 28, 1898  
(30 STATS., 495), TO GOVERN MISCELLANEOUS  
MATTERS IN THE INDIAN TERRITORY.**

Under the general provisions of the act of June 28, 1898 (30 Stats., 495), the Secretary of the Interior is required to prescribe rules and regulations to govern the leasing of lands for mineral purposes, the collection of royalties, rents, and other revenues of the nations within said Territory, and the disbursement of moneys belonging to such nations; therefore the following rules and regulations shall apply in all cases not provided for by specific agreements heretofore ratified by Congress and the nations interested, or that may be hereafter ratified by such nations, and regulations heretofore or hereafter prescribed under such agreements:

**MINERAL LEASES.**

1. That leases under section 13 of the said act shall be entered into with the Secretary of the Interior and on blank forms prescribed by him, and no lease otherwise made shall be valid or have any effect whatever to vest in the lessee any right or interest either at law or in equity.

2. All such leases shall be in quadruplicate, and shall contain a clear and full description by legal subdivisions of the tract or tracts of land covered thereby, not to exceed six hundred and forty acres, which legal subdivisions must be contiguous to each other.

3. Minimum royalties shall be required of all lessees as follows, the right being reserved, however, by the Secretary of the Interior in special cases to either reduce or advance the royalty on coal, asphalt, or other minerals, on the presentation of facts which, in his opinion, make it to the interest of the nation of Indians within which such coal, asphalt, or other minerals may be located, but such advancement or reduction of royalty in a particular case shall not operate in any way to modify the general provisions of these regulations fixing the minimum royalty as herein provided, viz:

(a) On coal, fifteen cents per ton for each and every ton of coal produced weighing two thousand pounds.

(b) On asphalt, sixty cents per ton for each and every ton produced weighing two thousand pounds.

(c) On gilsonite, elaterite, and other like mineral substances the royalty shall be fixed according to the comparative market value of the same to the value of asphalt.

(d) On oil, ten per centum of the value of all oil produced, the royalty to be ascertained on the value of the oil in its crude state.

(e) On all other minerals—such as gold, silver, iron, and the like—as follows, sampling charges to be first deducted: On all net smelter returns of ore of fifty dollars (\$50) per ton and under, a royalty of ten (10) per cent; on all net smelter returns of ore over fifty dollars (\$50) per ton and less than one hundred and fifty dollars (\$150) per ton, a royalty of fifteen (15) per cent; on all net smelter returns of ore over one hundred and fifty dollars (\$150) per ton and less than three hundred dollars (\$300) per ton, a royalty of twenty (20) per cent, and on all net smelter returns of ore over three hundred dollars (\$300) per ton, a royalty of twenty-five (25) per cent: *Provided*, That all lessees shall be required to pay advanced royalties, as provided in said section 13, on all mines or claims, whether developed or not, subject to all the conditions in said section imposed.

4. That all lessees of sand or gravel deposits shall be required to pay a royalty of not less than two cents per cubic yard for all such material removed, to be measured as the same may lie in the original deposit, and for this purpose the lessee shall before removal cause such levels or bench marks to be established or laid out as may be necessary to provide for the proper measurement of the quantity removed after the same has been excavated. And all lessees of stone quarries shall be required to pay a royalty on granite of not less than ten cents per cubic yard for all stone quarried, measured by run of quarry, and on all stone other than granite the royalty shall be proportionate to the comparative value of such stone with the value of granite as may be agreed upon.

5. All lessees of oil, coal, asphalt, or other minerals on land allotted, sold, or reserved shall be required, before the commencement of operations, to pay to the individual owner the value of the use of the necessary surface for prospecting and mining, including right of way for necessary railways and the damage done to the lands and improvements; and in case of disagreement, for the purpose of ascertaining the fair value of the use of the land and the actual damage done, the owner of the land and the lessee shall each select an arbitrator, who, together with such person as shall be appointed or designated by the Secretary of the Interior, shall constitute a board to consider and determine the amount that shall be paid by the lessee on account of the use of the land and damage done, and the award of such board shall be final and conclusive, unless the award be impeached for fraud. All timber and other materials taken by the lessee from land allotted, sold, or reserved for use in the erection of buildings upon the leased tract, and in the

mine or mines operated thereon, as for shoring levels in coal mines, and so forth, shall be paid for by the lessee according to the usual rates.

6. That the owners or holders of leases which have been assented to by act of Congress shall be required within six months from the date of these rules and regulations to enter into leases with the Secretary of the Interior, under the provisions of section 13 of said act of June 28, 1898, and said leases shall be subject to all the provisions of these rules and regulations, and any others that may hereafter be made by the Secretary of the Interior under the provisions of said section of said act.

7. Corporations, persons, or companies who, under the customs and laws existing and prevailing in the Indian Territory prior to the said act of June 28, 1898, have made leases of different groups or parcels of oil, coal, asphalt, or other mineral deposits, and have taken possession thereunder, and, by themselves or their assigns, have made improvements for the development of the same, which have resulted in the production of oil, coal, asphalt, or other minerals in commercial quantities, shall, if in possession, be given preference in the making of leases of said groups of oil, coal, asphalt, or other mineral deposits under said section 13 of the act of June 28, 1898. And all persons in possession of oil, coal, asphalt, or other mineral deposits who have made improvements thereon shall be given preference in the making of leases or the renewal of leases for such deposits: *Provided*, That the failure of the party or parties in possession of any group or parcel of oil, coal, asphalt, or other mineral deposits, for the period of six months after the date of these regulations, to apply for a lease of such deposits, and in case of the renewal of a lease, their failure for the period of sixty days from the expiration of his or their lease to apply for such renewal, shall be held to be a relinquishment of his or their preference right to such lease and to such renewal of lease.

In the event of a controversy arising between two or more applicants for the lease of any tract or tracts of land for mining, and either of said applicants claims to be in possession of the land, which claim is denied, no lease will be given of such land until the question of possession shall have been investigated by such officer of the Interior Department as shall be designated by the Secretary of the Interior and the right of possession shall have been determined by the Secretary of the Interior.

8. All lessees will be required to keep a full and correct account of all their operations under leases entered into under these regulations and said section 13, and their books shall be open at all times to the examination of such officers of the Interior Department as shall be instructed in writing either by the Secretary of the Interior or the Commissioner of Indian Affairs to make such examination.

9. All lessees under said section 13 will be required to give bond with two good and sufficient sureties, or an approved surety company,

for the faithful discharge of their obligations under their leases, in such penalty as shall be prescribed in each case by the Secretary of the Interior, and until such bond is approved by the Secretary of the Interior no right under the lease shall accrue to the lessee.

10. Applications for mining leases under the provisions of said section 13 should be duly verified by the applicants and addressed to the Secretary of the Interior, and they shall be filed with the United States Indian inspector located in the Indian Territory, who will forward the same to the Commissioner of Indian Affairs, with his report and recommendation as to whether the same should be allowed or rejected, and the Commissioner of Indian Affairs will, in like manner, transmit such applications to the Secretary of the Interior with his recommendation.

Every application should be accompanied by a duly certified check upon the United States depository at St. Louis, Missouri, or upon some solvent national bank in the United States, for one hundred dollars, payable to the order of the United States Indian agent at the Union Agency, Indian Territory, in payment of advanced royalty on lease for one year, and in addition, if the application be allowed, the applicant will be required to pay the cost of executing the lease, including the war-revenue stamps required by law.

11. An application for a mining lease under said section 13, filed by an association of individuals, must give the name of all of its members and be verified by the principal officer thereof, and any incorporated company applying for a mining lease under said section must also file with its application—

(a) A copy of its articles of incorporation duly certified by the proper officer of the company under its corporate seal, or by the secretary of the State or Territory where organized.

(b) A copy of the State or Territorial law under which the company was organized, with the certificate of the governor or secretary of the State or Territory that the same is the existing law.

(c) When said law directs that the articles of association or other papers connected with the organization be filed with any State or Territorial officer, the certificate of such officer that the same have been filed according to law, with the date of the filing thereof.

#### ROYALTIES, RENTS, ETC.

12. All royalties accruing under leases entered into for mining purposes under these regulations, including advanced royalties, provided for in section 3 above, in accordance with said section 13 of the act of June 28, 1898, shall be payable in lawful money of the United States or exchange issued by a national bank in the United States, to the United States Indian agent at the Union Agency, in the Indian Territory, who shall be at all times under the direction and supervision of the United States Indian inspector for the Indian Territory. Said

advanced royalties shall be payable \$100 on the making of the lease, \$100 in one year thereafter, \$200 in two years thereafter, \$200 in three years thereafter, and \$500 on the fourth and each succeeding year until the end of the term thereof. All other royalties in accordance with the schedule provided in these regulations (unless modified in any particular case by the Secretary of the Interior, as hereinbefore provided), shall be payable to said United States Indian agent monthly, and shall be paid on or before the 25th day of the month succeeding the date when such monthly royalty shall have accrued. All such monthly royalties shall be accompanied by the sworn statement, in duplicate, by the person, corporation, or company paying the same, as to the output of the mine, oil well, or quarry of such person, corporation, or company for the month for which royalties may be tendered. One part of said sworn statement shall be filed with the United States Indian agent, to be transmitted to the Commissioner of Indian Affairs, and the other part thereof shall be filed with the United States Indian inspector located in the Indian Territory.

13. The said United States Indian agent shall receive and receipt for all royalties paid into his hands when accompanied by the sworn statement as provided in the preceding regulation, but not otherwise, and it shall also be his duty to collect, under the supervision and direction of the United States Indian inspector for the Indian Territory, all rents, permits, revenues, and taxes, of whatsoever kind or nature, that may be due and payable to any Indian tribe or tribes to which these regulations may apply, as provided for by the laws of such tribe or tribes.

14. The rents and permits, taxes and revenues provided for by the foregoing regulation to be collected by the United States Indian agent shall be due and payable to him in lawful money of the United States at the time when such rents, permits, taxes, and revenues would, under the laws of the particular nation, have been due and payable to the authorities of such nation had not the act of June 28, 1898, and especially section 16 thereof, been passed.

15. All moneys collected by the United States Indian agent, as provided in these regulations, shall be, as soon as practicable, deposited by said agent with the assistant treasurer of the United States at St. Louis, Missouri, in the like manner as moneys known in the regulations of the Indian Office as "Miscellaneous receipts, Class III," are deposited, with a statement of the tribe or tribes to which said moneys belong, the proportionate share of each tribe, and the particular source from which the same is derived—i. e., so much from mining leases, so much from rents, etc.

#### DISBURSEMENTS.

16. The salaries of all officers of any tribe or nation in the Indian Territory to which these regulations are applicable, provided for by the laws of such tribe or nation, shall be paid by the United States Indian agent, under the supervision and direction of the United States Indian

inspector for the Indian Territory, and upon authority specifically given therefor by the Secretary of the Interior, out of moneys in the hands of the Government of the United States subject to disbursement therefor under the direction of the Secretary of the Interior, belonging to such tribe or nation. And for the purposes of this regulation all such officers shall be required to file with the said United States Indian agent, in duplicate, a claim for salary, setting forth the amount claimed to be due, the time within which the services for which compensation is claimed were rendered, that the services were actually performed by the claimant, the tribal law under which said services are alleged to have been rendered, and evidence that the party claiming compensation as an officer of any such tribe or tribes is in fact such officer (such as the original appointment or the election of such person to fill the position claimed to be occupied by him), and said claim shall be duly verified by the claimant.

17. All salaries of teachers employed in the public schools of any tribe or nation to which these regulations apply, payable out of the funds of such tribe or nation, shall be paid by the United States Indian agent under the supervision and direction of the United States Indian inspector for the Indian Territory, and by authority of the Secretary of the Interior, out of any moneys of the tribe or nation available for the purpose, and all such teachers shall be required to file with the United States Indian agent, in duplicate, a claim under oath for the amount of salary, furnishing the information and evidence required in the above regulation for the payment of salaries of officers of such tribe or nation.

18. Before any salaries of tribal officials or teachers, as above provided, shall be paid by the United States Indian agent, the claims of such officers and teachers shall first be transmitted by the agent through the United States Indian inspector for the Indian Territory, with a full and detailed report and all evidence filed therein, to the Commissioner of Indian Affairs, to be submitted to the Secretary of the Interior for his action thereon, and upon approval thereof, the United States Indian agent shall make requisition for the money necessary to pay the salaries authorized to be paid, and shall pay the same, rendering account in the usual manner therefor.

#### SCHOOLS.

19. For the purpose of the proper supervision of the schools of any tribe or nation to which these regulations apply there shall be appointed by the Secretary of the Interior a capable, competent, and discreet person, who shall have had experience in educational work, to be designated as "supervisor of schools in the Indian Territory," whose duty it shall be, subject to the direction and supervision of the United States Indian inspector, to visit from time to time, examine into and supervise the conduct of schools of such tribe or nation, and to report fully and in detail, as often as may be desirable (at least once in

every month) to the Commissioner of Indian Affairs, through the United States Indian inspector, the condition of each school in the Territory, the methods of instruction employed, the efficiency of the teachers engaged, and shall make such recommendations concerning the same as he shall deem best.

20. The compensation of such supervisor of Indian schools for the Indian Territory shall be \$1,500 per annum, with commutation of subsistence at the rate of \$3 per diem, when absent from home in the discharge of his official duties, and all actual and necessary expenses for transportation, payable out of the general appropriation for Indian schools.

21. Should it appear from the report of the supervisor of Indian schools for the Indian Territory at any time that any teacher of any school is incompetent to properly instruct the pupils of such school, or is of immoral character, or that for any reason the continuance of such teacher in the service would be to the detriment thereof, then it shall be the duty of the Commissioner of Indian Affairs to bring the matter to the attention of the Secretary of the Interior for his consideration and action, the purpose of this regulation being to provide efficient, competent, and moral instructors for the youth of the Indian Territory, in order to fit them to become good, useful members of society.

22. The right to change, modify, or amend these regulations is reserved.

CORNELIUS N. BLISS, *Secretary.*

DEPARTMENT OF THE INTERIOR,

Washington, November 4, 1898.

APPENDIX.

FORMS OF MINING LEASE, BOND, AND AFFIDAVIT OF SURETY PRESCRIBED BY THE SECRETARY OF THE INTERIOR UNDER SECTION 13 OF THE ACT OF CONGRESS APPROVED JUNE 28, 1898 (30 STAT., 495).

[Write all names and addresses in full.]

INDIAN TERRITORY MINING LEASE. (..... NATION.)

Indenture of lease, made and entered into, in quadruplicate, on this ..... day of ....., A. D. 189.., by and between ....., as Secretary of the Interior, party of the first part, and .....

..... of ....., county of ....., State or Territory of ....., part.... of the second part, under and in pursuance of the provisions of section 13 of the act of Congress approved June 28, 1898 (30 Stat., 495).

Now, therefore, this indenture witnesseth, that the party of the first part for and in consideration of the royalties, covenants, stipulations, and conditions hereinafter contained and hereby agreed to be paid, observed, and performed by the part.... of the second part, ..... executors, administrators, or assigns, does hereby demise, grant, and let unto the part.... of the second part, ..... executors, administrators, or assigns, the following-described tract of land, lying and being within the ..... Indian Nation and within the Indian Territory, to wit: The ..... of section ....., of township<sup>1</sup> ..... of range<sup>2</sup> ..... of the Indian meridian, and containing ..... acres, more or less, for the full term of ..... years from the date hereof for the sole purpose of prospecting for and mining<sup>3</sup> .....

In consideration of which the part .... of the second part hereby agree .... and bind ..... executors, administrators, or assigns, to pay, or cause to be paid, to the United States Indian agent for the Union Agency as royalty the sums of money as follows, to wit:

On the production of all coal mines developed and operated under this lease, the sum of ..... cents per ton for each and every ton of coal produced.

On asphaltum, the sum of ..... cents per ton for each and every ton produced.

On oil, the sum of ..... per cent of the value of all oil produced.

On all other minerals—such as gold, silver, iron, and the like—as follows (sampling charges to be first deducted): On all net smelter returns of ore of fifty (\$50) dollars per ton and under, a royalty of ten (10) per cent; on all net smelter returns of ore over fifty (\$50) dollars per ton and less than one hundred and fifty (\$150) dollars per ton, a royalty of fifteen (15) per cent; on all net smelter returns of ore over one hundred and fifty (\$150) dollars per ton and less than three hundred (\$300) dollars per ton, a royalty of twenty (20) per cent, and on all net smelter returns of ore over three hundred (\$300) dollars per ton, a royalty of twenty-five (25) per cent.

And all said royalties accruing for any month shall be due and payable on or before the twenty-fifth day of the month succeeding.

And the part.... of the second part further agree.... and bind ..... executors, administrators, or assigns to pay or cause to be paid to the United States Indian

<sup>1</sup> State whether north or south. <sup>2</sup> State whether east or west. <sup>3</sup> State what mineral is sought.

agent for the Union Agency, Indian Territory, as advanced royalty on each and every mine or claim within the tract of land covered by this lease, the sums of money as follows, to wit: One hundred dollars per annum in advance for the first and second years, two hundred dollars per annum in advance for the third and fourth years, and five hundred dollars per annum in advance for the fifth and each succeeding year thereafter of the term for which this lease is to run, it being understood and agreed that said sums of money to be paid as aforesaid shall be a credit on royalty, should the part.... of the second part develop and operate a mine or mines on the lands leased by this indenture, and the production of such mine or mines exceed such sums paid as advanced royalty as above set forth; and further, that should the part.... of the second part neglect or refuse to pay such advanced annual royalty for the period of sixty days after the same becomes due and payable under this lease, then this lease shall be null and void, and all royalties paid in advance shall become the money and property of the ..... tribe of Indians subject to the regulations of the Secretary of the Interior aforesaid.

The part.... of the second part further covenant.... and agree.... to exercise diligence in the conduct of the prospecting and mining operations and to open mines or sink wells for oil, and operate the same in a workmanlike manner to the fullest possible extent on the above-described tract of land; to commit no waste upon said land or upon the mines that may be thereon, and to suffer no waste to be committed thereon, to take good care of the same, and to surrender and return the premises at the expiration of this lease, to the party of the first part, in as good condition as when received, ordinary wear and tear in the proper use of the same, for the purposes hereinbefore indicated, and unavoidable accidents excepted, and not to remove therefrom any buildings or improvements erected thereon during said term by ....., the part.... of the second part, but said buildings and improvements shall remain a part of said land and become the property of the owner of the land as a part of the consideration for this lease in addition to the other considerations herein specified, except engines, tools, and machinery, which shall remain the property of the said part.... of the second part; that ..... will not permit any nuisance to be maintained on the premises, nor allow any intoxicating liquors to be sold or given away to be used for any purposes on the premises, and that ..... will not use the premises for any other purpose than that authorized in this lease, nor allow them to be used for any other purpose; that ..... will not at any time during the term hereby granted assign or transfer ..... estate, interest, or term in said premises and land or the appurtenances thereto to any person or persons whomsoever without the written consent thereto of the party of the first part, or his successors in office.

And the said part.... of the second part further covenant.... and agree.... that ..... will keep an accurate account of all mining operations, showing the whole amount of mineral.. mined or removed, and that there shall be a lien on all implements, tools, movable machinery, and other personal chattels used in said prospecting and mining operations, and upon all such minerals, metals, and substances obtained from the land herein leased, as security for the monthly payment of said royalties.

And the part.... of the second part agree.... that this indenture of lease shall be subject in all respects to the rules and regulations heretofore or that may be hereafter prescribed under said section 13 by the Secretary of the Interior; and, further, that should the part.... of the second part, ..... executors, administrators, or assigns, violate any of the covenants, stipulations, or provisions of this lease, or fail for the period of thirty days to pay the stipulated monthly royalties provided for herein, then the party of the first part shall be at liberty, in his discretion, to avoid this indenture of lease and cause the same to be annulled, when all the rights, franchises, and privileges of the part.... of the second part, ..... executors, administrators, or assigns, hereunder, shall cease and end, without further proceedings.

The part... of the second part ..... firmly bound for the faithful compliance with the stipulations of this indenture by and under the bond made and executed by the part... of the second part as principal.... and .....

as suret..., entered into the ..... day of ....., 189.., and which is on file in the Office of Indian Affairs.

In witness whereof the said parties of the first and second parts have hereunto set their hands and affixed their seals the day and year first above mentioned.

[SEAL.] ..... Secretary of the Interior.

Two witnesses to each signature.

..... as to ..... [SEAL.]<sup>4</sup>  
..... as to ..... [SEAL.]  
..... as to ..... [SEAL.]  
..... as to ..... [SEAL.]  
..... as to ..... [SEAL.]

No.....  
DEPARTMENT OF THE INTERIOR,  
WASHINGTON, D. C.

DEPARTMENT OF THE INTERIOR,  
U. S. INDIAN SERVICE,  
UNION AGENCY,  
Muscogee, I. T..... 189..

MINERAL LEASE,  
INDIAN TERRITORY.

Respectfully forwarded to the Commissioner of Indian Affairs for consideration with my report of even date.

The Secretary of the Interior

Indian Inspector.

To

DEPARTMENT OF THE INTERIOR,  
OFFICE OF INDIAN AFFAIRS,  
Washington, D. C.,..... 189..

Of

Respectfully submitted to the Secretary of the Interior with favorable recommendation.

sec

Commissioner.

Tp..... R.....  
in the .....  
Nation, Indian Territory.

DEPARTMENT OF THE INTERIOR,  
Washington, D. C.,..... 189..

Dated..... 189...

Approved:

Expires ..... 19...

Secretary.

<sup>4</sup> Stamps are required by the act of June 13, 1898, to be placed on leases as follows: Leases for one year, 25 cents; for more than one year and not exceeding three years, 50 cents; and for more than three years, \$1. Lessees must furnish stamps for all leases.

BOND.

Know all men by these presents, That we<sup>1</sup> .....

of .....

as principals and .....

of .....

and .....

of .....

as sureties, are held and firmly bound unto the United States of America in the sum of ..... dollars, lawful money of the United States, for the payment of which, well and truly to be made, we bind ourselves, and each of us, our heirs, successors, executors, and administrators, jointly and severally, firmly by these presents. Sealed with our seals and dated ..... day of ....., eighteen hundred and ninety.....

The condition of this obligation is such, That whereas the above bounden .....

as principal...., entered into a certain indenture of lease dated ....., 189.., with .....

the Secretary of the Department of the Interior, for the lease of a certain tract of land located in the ..... Nation, Indian Territory, for the purpose of prospecting for and mining .....

for the period of ..... years.

Now, if the above bounden .....

shall faithfully carry out and observe all the obligations assumed in said indenture of lease by ..... and shall observe all the laws of the United States, and regulations made, or which shall be made, thereunder, for the government of trade and intercourse with Indian tribes, and all the rules and regulations that have been or may be prescribed by the Secretary of the Interior under section 13 of the act of June 28, 1898 (30 Stat., 495), relative to mining leases in the Indian Territory, then this obligation shall be null and void, otherwise to remain in full force and effect.

Signed and sealed in presence of<sup>2</sup>

..... [L. S.]<sup>3</sup>  
..... [L. S.]  
..... [L. S.]  
..... [L. S.]  
..... [L. S.]

<sup>1</sup> The Christian names and residences of principals, and of the sureties, where personal sureties are given, of whom there must be two.

<sup>2</sup> There must be at least two witnesses to all signatures, though the same two persons may witness all.

<sup>3</sup> A seal must be attached by some adhesive substance to the signatures of principals and sureties.





